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Effect of Occupational Stress on Academic Staff Productivity of Public Tertiary Educational Institutions in Lagos State, Nigeria

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Abstract
People who work in helping professions that involve interacting with people—especially teachers could be more vulnerable to mental discomfort due to stress. Thus, this study examined the relationship between occupational stress and academic staff productivity in public tertiary educational institutions in Lagos State. Two hypotheses (tested at 0.05 level of significance). With the study's foundation anchored on Transactional Theory of Stress and Effort-Reward Imbalance Theory (ERI) in which 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. This is the 'Occupational Stress Questionnaire for Teachers (OSQT) (r = 0.94). In addition, Records observation was used to obtain examination results from the tertiary educational institutions sampled. 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 In the same vein, results show that there is no significant difference in occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria based on gender [$t_{(df = 641)}$ = 1.888; ρ= 0.059> 0.05]. Also, the study found that there is no significant difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria between Federal and State government institutions [$t_{(df = 641)}$ = -0.888; ρ= 0.375> 0.05]. 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 more academic staff should be employed. Tertiary educational institution managers, including vice-chancellors, Provosts, deans of faculties, and head of departments, should ensure that lecturers are assigned duties in line with their carrying capacities.
Keywords: Stress, Occupational stress, Productivity, Academic staff, Public tertiary educational institution
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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 realised when one dies. "Stressors" are commonly defined as factors, circumstances, or conditions that tend to induce stress (Mohajan, 2012). 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; Walkowiak et al., 2021; Zvada & Bhebhe, 2019). Also, it has been shown that stress has a clear correlation with seven of the most common causes of mortality (Goodday & Friend, 2019; Quick & Henderson, 2016; Yazon & Ang-Manaig, 2019). 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., 2018; Ashipala & Shilunga, 2020; Chowdary & Kumar, 2018). (Breitenbach et al., 2021; Masih, 2016; Jessop, 2019).

Workplace stress is a kind of stress that a person or a group of employees encounters. It is also referred to as professional stress (Mohamed, 2018), 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 (2012). According to Robbins et al. (2013), 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 (Tijani, 2015; Usoro & Etuk, 2016; Usoro, 2018; Zvada & Bhebhe, 2019). According to Mushemeza (2016), academics' primary responsibilities, which centre 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 (Orunbon, 2022). Productivity is also defined as a metric that compares output to input (goods and services) (energy, materials, labour, 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 organisation's results (Kennedy, 2016).

Productivity is a necessary means of assessing and tracking an organisation's performance, including the education sector (Edo & Nwosu, 2018).

In addition, Inatimi (2018) 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 organisation's objectives (Orunbon, 2020).

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 (Musibau & Adigun, 2010 cited in Mohammed & Orunbon, 2020).

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 centre 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 unfavourable 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?

2. Hypotheses

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

Ho_1: There is no significant difference in occupational stress experienced by academic staff of public tertiary educational institutions in Lagos State, Nigeria between the gender.

Ho2: There is no significance difference in the influence of occupational stress on academic staff productivity between Federal and State government tertiary educational institutions in Lagos State, Nigeria.

3. 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.

Table 1: **Sampled Schools**

S/N	INSTITUTIONS	NUMBER OF TEACHING STAFF SAMPLED
1.	Lagos State University	100
2.	University of Lagos	100
3.	Lagos State Polytechnics	100
4.	Adeniran Ogunsanya College of Education	100
5.	Michael Otedola College of Education	100
6.	Federal Technical, Yaba	100
7.	Yaba College of Technology	100
	Total	**700**

The major research instrument that was used for this study is a questionnaire. The questionnaire was be responded to by the sample academic staff of the tertiary educational institutions involved in the study. The questionnaire is tagged Occupational Stress Questionnaire (OSQ). 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-type 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 (as shown in Appendix I) was therefore designed to collect information on the number and percentages of classes of graduation of the 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. Presentation of Demographic Data

This section contains the presentation of personal data of the respondents as contained in Section A of the questionnaire for academic staff.

Table 2.1: Descriptive Statistics of Academic Staff Demographic Data

		Frequency	Percentage
Institution type	University	183	28.5%
	Polytechnic	191	29.7%
	College	269	41.8%
Institution ownership	Federal	224	34.8%
	State	419	65.2%
Gender	Male	323	50.2%
	Female	320	49.8%
Age	21 - 30 years	269	41.8%
	31 - 40 years	96	14.9%
	41 50 years	130	20.2%
	51 - 60 years	109	17.0%
	61 - 70 years	39	6.1%
Years of experience	1 - 5 years	217	33.7%
	6 -10 years	126	19.6%
	11 - 15 years	71	11.0%
	16 - 20 years	41	6.4%
	21 - 25 years	89	13.8%
	26 - 30 years	46	7.2%
	31 - 35 years	31	4.8%
	36 years and above	22	3.4%
Cadre	Professor/Chief Lecturer	96	14.9%
	Associate Professor/Principal Lecturer	57	8.9%
	Senior Lecturer	119	18.5%
	Lecturer I	110	17.1%
	Lecturer II	73	11.4%
	Lecturer III	53	8.2%
	Assistant Lecturer	56	8.7%
	Graduate Assistant	79	12.3%

Table 2.1 shows that out of the total respondents (Academic staff) in the study, 183 (28.5%) Academic staff were from universities, 191 (29.7%) were from polytechnics, while 269 (41.8%) Academic staff were from colleges of education. This means that majority of the respondents (Academic staff) were from colleges of education.

In the Table 2.1, Federal institutions accounted for 224 (34.8%) Academic staff while State institutions had 419 (65.2%) Academic staff in the study. This means that majority of Academic staff were from State institutions.

Also in Table 2.1, majority of the respondents (Academic staff) 323 in all or 50.2% who participated in the study were male Academic staff, while 320 (49.8%) were female Academic staff. Based on the figures, the dominant gender among the respondents was the male Academic staff.

Table 2.1 indicates that majority of the respondents (Academic staff) were between the age 21 – 30 years constituting 269 (41.8%) of them followed by those of 41 – 50 years constituting 130 (20.2%) Academic staff; 109 (17.0%) of the Academic staff were of 51 – 60 years and 96 (14.9%) were 31 – 40 years while 39 (6.1%) were of age 61 – 70 years.

The Table 2.1 also shows how long the Academic staff had been working with their respective institutions. From the data collected, it could be observed that 217 (33.7%) of Academic staff had spent between 1 – 5 years working with their institutions. The Academic staff with 6 – 10 years of experience constituted 126 (19.6%), with 11 – 15 years constituted 71 (11.0%), 16 – 20 years was 41 (6.4%), 21 – 25 years were 89 (13.8%), 26 – 30 years were 46 (7.2%), 31 – 35 years were 31 (4.8%), while those between 36 years and above were 22 (3.4%). The analysis revealed that most of the Academic staff investigated had worked between 1 to 5 years in their respective institutions.

Based on the academic cadre of the respondents (Academic staff), it is shown in Table 2.1 that 96 (14.9 percent) were Professors/ Chief Lecturers, 57 (8.9 percent) were Associate Professors/ Principal Lecturers, 119 (18.5 percent) were Senior Lecturers, 110 (17.1 percent) were Lecturers I, 73 (11.4 percent) were Lecturers II, 53 (8.2 percent) were Lecturers III, 56 (8.7 percent) were Assistant Lecturers, while 79 (12.3 percent) of respondents (Academic staff) were in the Graduate Assistant cadre. These were spread across the public tertiary

educational institutions surveyed. The respondents (Academic staff) possess the needed information on occupational stress and productivity.

5. Results

Ho1: There is no significant difference in occupational stress experienced by academic staff of public tertiary educational institutions in Lagos State, Nigeria between the gender.

In order to test this hypothesis, data collected on occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria based on gender were subjected to independent t-test. The results are presented in Table 3(a-b).

Table 3a: Descriptive Statistics of difference in occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria based on gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Occupational stress	Male	323	31.5449	4.73066	.26322
	Female	320	30.8750	4.25039	.23760

Table 3b: Independent t-statistics of significant gender difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria based on gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Occupational stress	Equal variances assumed	2.785	0.096	1.888	641	0.059	0.66989	0.35478	-0.02677	1.36656
	Equal variances not assumed			1.889	634.982	0.059	0.66989	0.35460	-0.02644	1.36622

The results in Table 3b show that there is no significant gender difference in occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria [$t_{(df = 641)} = 1.888$; $\rho = 0.059 > 0.05$]. The mean difference is not significant at 0.05 level. The mean values indicate that, significantly, occupational stress is not different among academic staff in public tertiary educational institutions in Lagos State, Nigeria based on gender. Therefore, the null hypothesis which states that there is no significant difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria based on gender, is hereby not rejected. The implication is that occupational stress is not significantly different between male and female academic staff in public tertiary educational institutions in Lagos State, Nigeria.

Ho2: There is no significance difference in the influence of occupational stress on academic staff productivity between Federal and State government tertiary educational institutions in Lagos State, Nigeria.

In order to test this hypothesis, data collected on occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria between Federal and State government institutions were subjected to independent t-test. The results are presented in Table 4(a-b).

Table 4a: Descriptive Statistics of difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria between Federal and State government institutions

	Institution ownership	N	Mean	Std. Deviation	Std. Error Mean
Occupational stress	Federal	224	30.9955	4.34034	.29000
	State	419	31.3270	4.59462	.22446

Table 4b: Independent t-statistics of significant difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria between Federal and State government institutions

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Occupational stress	Equal variances assumed	3.311	0.069	-0.888	641	0.375	-0.33143	0.37311	-1.06410	0.40123
	Equal variances not assumed			-0.904	478.589	0.367	-0.33143	0.36672	-1.05201	0.38915

The results in Table 4b show that there is a significant difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria between Federal and State government institutions [$t_{(df=641)} = -0.888$; $\rho = 0.375 > 0.05$]. The mean difference is not significant at 0.05 level. The mean values indicate that, significantly, occupational stress is not different among academic staff in public tertiary institutions in Lagos State, Nigeria between Federal and State government institutions. Therefore, the null hypothesis which states that there is no significant difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria between Federal and State government institutions, is hereby rejected. The implication is that occupational stress is not significantly different between Federal and State government tertiary educational institutions' academic staff in Lagos State, Nigeria.

6. Discussion of Finding

Hypothesis one shows that there is no significant difference in occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria based on gender. Finding of Akinmayowa and Kadiri (2014), the study also indicates that the variance in academic staff job productivity was as a result of gender and stress. This implies that gender and stress could explain the variability in academic staff job productivity in tertiary institutions in Nigeria. Ability of an individual to cope effectively with stress depends on his/her gender which can be felt through accomplishment of a given task. Male lecturers are easily adjustable to stress then their female counter parts (Taylor, 2004). Stress can adversely influence the accomplishment of a given task within an organization, except it is adequately managed.

This implies that a significant relationship existed between gender and stress. Due to so many commitments by the female lecturers in terms of home and office work, stress serves as hindrance to accomplishment of certain goals and objectives. According to Wood and Eagly (2002), management of stress can be traced to the sex of the party involved.

Although much of the research on gender and stress is contentious, empirical evidence exists attesting to the fact that men and women experience stress differently. For example, Van Zyl (2002) and Pietersen and van Zyl (1999) cited in Engle (2012) suggest that women experience more stress than men.

Many researchers suggest that women have more stress than men and that women are more prone to depression (Aamodt, 2004; Van Zyl, 2002). The reason why female employees experience more stress than men may be due to the fact that they are more committed to their jobs and they have more barriers to overcome to attain their positions (van Zyl, 2002). This commitment of female teachers results in high stress levels. Van Zyl (2002) maintains that this commitment of female teachers result in high stress levels. In conjunction with this, Pearlin (1989, cited in Engle, 2012) posits the view that "greater vulnerability to stress may be attributed to social roles that reflect the unequal distribution of resources, opportunities and self-regard". Nevertheless, female teachers' normal duties and busy work schedules combined with other roles that need to be fulfilled results in continuous stress (van der Linde, van der Westhuizen & Wissin, 1999). Academics seem to differ significantly in terms of the work stressors they perceive. Research has shown that workload, inadequate salaries and a lack of public recognition were perceived as more significant sources of pressure by men than by women, whilst job insecurity, isolation from colleagues, a lack of institutional recognition of worth and work politics were more salient for women (Cross & Carroll, 1990; Dua, 1994 cited in Engle, 2012).

A lecturer who is highly stressed will not do much or achieve much, thereby relegating the objective of the institution to the background.

Since academia is still largely a male dominated occupation, female academics might experience more stressors and strains than their male counterparts due to a lack of role models, less socialisation from women from their own rank, gender stereotypes and increased role conflict as they endeavour to balance roles at work

and at home (Blix et al., 1994; Richard & Krieshok, 1989 cited in Engle, 2012). Both Kinman (1996) and Doyle and Hind (1998) cited in Engle, 2012 found that, women academics in general experienced a higher degree of conflict between work and home. High workload, coupled with greater responsibilities for duties related to work and family, mean that women have to work long hours.

Hypothesis two shows that there is no significant difference in occupational stress among academic staff in public tertiary educational institutions in Lagos State, Nigeria among Federal and State government institutions. The findings from this study reflect that the occupational stress of lecturers in Federal tertiary educational institutions is different from their counterparts in State tertiary educational institutions. The workload and job responsibilities given to lecturers in State tertiary educational institutions outweigh what their colleagues in Federal tertiary educational institutions face on daily basis. Such situation ought to create more tension in the former than the latter; but other variables (like good motivation) tend to cushion the weight of associated-stress on the lecturers. Secondly, the researchers found that there was a difference in the working environment of teachers in Federal universities and teachers in State universities. Also the environment (classrooms, staff offices and the entire surroundings) of Federal tertiary educational institutions' lecturers was found to be more conducive for teaching-learning interactions which invariably reduce occupational stress.

Amina & Bako (2014) investigated the input of stress on the productivity of university lecturers in Nigeria particularly in the State tertiary educational institutions. The paper reviewed related empirical studies on the relationship between job stress and performance of university lecturers in State tertiary educational institutions 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.

7. Conclusion

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.

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

8. Recommendations

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

1. The managers of tertiary educational institutions should hire lecturers in accordance with the National Universities Commission student-lecturer ratio in order to lessen the burden of individual lecturers.
2. Tertiary educational institutions should structure their academic programmes in such a way that it will be easy for lectures to balance their family, social and academic life.
3. There is a need to create recreational activities for lecturers to ease job stress.
4. Infrastructural facilities such as electricity, office rooms, classrooms should be adequately provided with NUC benchmark requirements to meet up with the minimum standard.

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