

Workplace Stress and Staff Performance: A Survey of Tertiary Institutions in Delta State

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Abstract: This study examined the relationship between workplace stress (WS) and staff performance (SP) in tertiary institution in Delta State, Nigeria. The specific objectives of the study is to ascertain effect of the influence of the measures of WS, namely; Work Overload (WO) and Work Conflict (on the Staff Performance (SP). Survey research design was adopted in this study and a total of two hundred and eighty-nine (289) questionnaire were administered. Specifically; two hundred and thirty-nine (239) were retrieved and properly filled. Survey research design was adopted for this study and the responses gathered from the questionnaire were coded and analyzed with descriptive statistics, correlation matrix and multiple regressions with the aid of SPSS version 23. The findings revealed that: there is significant positive relationship between WO and SP in Delta State, Nigeria ($0.008 < 0.05$); there is also a significant positive relationship between WC and SP in Delta State, Nigeria ($0.009 < 0.05$). From the findings of the study, it can be concluded that on the overall WS had a positive significant effect on the SP in tertiary institutions in Delta State, Nigeria, namely; Delta State University, Abraka and University of Delta, Agbor. It therefore follows from the above findings that sources of stress and types of stress should be properly identified and managed in an academic environment which will greatly create a work environment for enhanced productivity of the academic community.

SECTION ONE

INTRODUCTION

1.1 Background to the Study

Rapidly changing global scene is increasing the pressure of workforce to perform maximum output and enhance competitiveness. Indeed, to perform better to their job, there is a requirement for workers to perform multiple tasks in the workplace to keep abreast of changing technologies (Iqbal, Khan & Iqbal, 2017). The ultimate results of this pressure have been found to be one of the important factors influencing job stress in their work (Folkmann, 2017). Stress is an unwanted reaction people have to severe pressures or other types of demands placed upon them. A huge and multi fields literature points a lot of key factors such as work environment, management support, work load among others in determining how stressful work can be and its effect on employee physical and mental health (Kishori & Verma, 2018). Work and family conflicts are also predecessors which create stress in employees of an organization, hence, work stress has also been viewed as dysfunctional for organizations and their members (Alikubhasi, 2015).

More focus is now being directed at stress in the workplace to determine the degree to which it affects performance and productivity. This is not unconnected to the increasing investment in various resources needed for organizations to survive the current turbulent economic situations. The impact of stress appears to be escalating in many countries of the world, Nigeria inclusive. This may not be unconnected with the limitations in economic and other resources available to the various societies and the surge in demands for these resources (Igbokwe, Itoya and Eziuzo, 2020).

Stress emanates from different sources which include family, society, workplace, associations, inadequate resources, and infrastructure (Danku, Dzomeku, Dodor, & Adade, 2017). In recent years, there has been a rise in stress across all spheres of life, particularly in the workplace. Job performance on the other hand according to Ratnawat and Jha (2017), can be viewed as an activity in which an individual is able to accomplish the task assigned to him successfully, subject to the normal constraints of reasonable utilization of the available resources.

Academic staff performance measures are also constantly changing as a result of globalization which comes along with constantly changing job demands. In the various tertiary institutions, curricula are being constantly reviewed and changing in line with societal expectations. These changes call for new skills, competencies and methods of service delivery, which in turn require training and retraining of lecturers for state of the art service delivery. In recent times, stress has become a major issue that has seriously affected academic staff of tertiary institutions all over the world (Ubangari & Bako, 2016).

In today's world, stress has turned into an overall marvel, which occurs in various forms in each work environment. In several workplaces, employees are working for more hours, due to rising levels of responsibilities as a result of new expectations and the fact that unemployment index is on the increase. Moderate stress works as stimulant to the manager when confronted with a difficult problem he must solve (Mohamed & Nagy, 2017). Similarly, moderate stress could be responsible for the creation of innovative activity when the individual is trying to solve a difficult problem. Stress is many times misunderstood and misinterpreted resulting

into avoidable problems. Stress is a psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Stress can be classified into two types: (a) Eustress: Positive, pleasant or curative stress. (b) Distress: Dysfunctional or negative stress. Stress can simply be understood as a condition where one experiences a gap between the present and desired state (Uoro & Etuk, 2016).

In most tertiary institutions nowadays, stress has become an integral part of lecturing job. The demand of lecturing job has increased the level of stress among lecturers in Nigerian universities. An optimal level of stress can be a source of positive motivation to succeed. However, too much stress can cause physical and mental health problems (Eze, Olatunji, Aina and Nwaba, 2019). Stress is therefore considered as a part of the normal fabrics of human existence (Eze, et al, 2019). It is also an inevitable part of challenges that prompt mastery of new skills and behavioral pattern (Uoro & Etuk, 2016).

Work stress is the reaction of an employee to the challenges in the employee place of work. Stress is used to be the perception of a discrepancy between environmental demands (stressors) and employees capacities to fulfill these demands (Barkhuizen & Rothmann, 2016). Academic staff occupational productivity is influenced by different work stress such as working environment and role ambiguity among others. Odor (2019) opined that to achieve occupational productivity of academics requires conducive working environment. School administration must be conscious of the school environment and constantly strive to meet it expectations (Ekpo, Egbula & Abang, 2016). In many instances, the lack of adequate guidance and counseling services to inform their decisions and choice of career, demands systematic educational guidance; a process of assisting workers achieve the self-understanding and self-direction necessary to make informed decisions and move toward the realization of their individual stipulated goals (Cross, 2019).

Academic staff performance in this study is narrowed down to teaching, research and community service. The scourge of performance among academic staff has eaten deep into the foundation of the Nigeria universities. It is observed that in most cases academic staff becomes unproductive in teaching, research and community service (Wonah, Egbula & Ekpo, 2016). Most academic staff seems to compromise their teaching, research and community service roles for a non-academic activities by neglecting their teaching duties, as well as carrying out researches for publication which should have led to their promotion and enable them also contribute to the knowledge bank. However, Arshadi and Damin (2017) opined that every lecturer in the university is employed with three major terms of employment: to teach, to research and to carry out community service.

According to National Universities Commission programme evaluation form (2012), for the accreditation of academic programmes in Nigeria universities, lecturers should have well ventilated and adequate offices with furniture, adequate research laboratory. By contrast many lecturers now share office space because of inadequate office accommodation. This may influence the performance of lecturers in relation to teaching and research. Given this situation, the researcher carried out a study to investigate the effect of workplace stress on staff performance in Delta State University, Abraka.

1.2 Statement of the Problem

Most tertiary institutions attain high performance by saddling employees with overload of work in order to meet deadline and this has psychological and physical effects on the employees which sometimes results to something contrary to what these organizations want to achieve. Even though universities are paying more attention now to their academic staffs compared to the past, the consequences of the trauma their academic staffs go through cannot be over emphasized because they still place extra-ordinary demands on them to deliver.

To meet the objective and to generate enough revenue to be self-sustaining and to be able to fund the acquisition of modern equipment to meet efficient service provision and optimal employment of resources, there has been the need for a continuous change in management strategies and administration, and the demands on academic staffs to perform have been increasing. This has brought a lot of pressure on the employees who are expected to deliver a world class service without the corresponding increase resources and training, yet those who fail to deliver are threatened with dismissal and other forms of punishment. With jobs very difficult to come by these days in Nigeria, many staffs are crumbling under this pressure. Cases of staff stress are therefore on the ascendancy.

Academic staffs in universities are faced with increased expectations of their services to universities, students and the community. Since their core responsibilities are to teach, carry out research works and provide community services as a result of these stress could emanate from the working environment, unclear expected roles and responsibilities.

It has been posited that parents, students and the public complain about the decline in the quality of teaching, research publications and community service delivered by academic staff of Nigerian universities. Frequently, academic staffs are blamed for low quality research, inadequate engagement in community services and the inability to impart knowledge to the students resulting in students' poor academic performance.

For the past years, the government and the school authorities have put certain measures such as the provision of educational facilities, staff offices and quarters, organizing of training workshops to educate staff of their expected roles and responsibilities in the universities, but the problems still persist. Hence, this study examined the effect of workplace stress [proxy with Work Overload (WO), Work Conflict (WC), Work Ambiguity (WA), Job Security (JS) and Long Working Hour (LWH)] in relation to staff performance in tertiary institutions in Delta State, Nigeria.

1.3 Research Questions

The following research questions formulated for the study.

- i. To what extent does Work Overload (WO) affect Staff Performance (SP) in tertiary institutions in Delta State?
- ii. What is the effect of Work Conflict (WC) on Staff Performance (SP) in tertiary institutions in Delta State?

1.4 Objectives of the Study

The general objective of the study is to determine the effect of Workplace Stress on Staff Performance in tertiary institutions in Delta State, Nigeria. The specific objectives of the study are to examine the followings:

- i. To investigate the effect of Work Overload (WO) on Staff Performance (SP) in tertiary institutions in Delta State.
- ii. To ascertain the effect of Work Conflict (WC) on Staff Performance (SP) in tertiary institutions in Delta State.

1.5 Research Hypotheses

Below were the formulated hypotheses for testing.

H0₁: there is no significant effect of Work Overload (WO) on Staff Performance (SP) in tertiary institutions in Delta State.

H0₂: there is no significant effect of Work Conflict (WC) on Staff Performance (SP) in tertiary institutions in Delta State.

1.6 Significances of the Study

1. Knowledge gained from this study would be useful in the formulation of recommendations to address workplace related stress among staffs in higher institutions in Nigeria, since majority of related studies are focuses on other sector like the banking industry.
2. The study would also provide a lead for policy makers and stakeholders of tertiary institutions, in formulating workplace stress related policy in bids to reduce lecturers work related stress.
3. Finally, the study would add African dimensions on workplace stress and lecturer performance which have received inadequate Scholarly Attention in Africa and Nigeria beyond.

1.7 Scope of the Study

The scope of the study discussed under the following sub-headings; Geographic Scope, Content Scope, Variable Scope, Time Scope and Unit Scope, were discuss below;

Geographic Scope: The carried out in selected universities in Delta State, Nigeria, hence, the domain of the study is Nigeria.

Content Scope: This study examined the effect of Workplace Stress on Staff Performance in selected university in Delta State, Abraka, Nigeria.

Variable Scope: The study focused on measures of Workplace Stress (Work Overload (WO), Work Conflict (WC)).

Time Scope: The study carried out within one (1) year, specifically; 2022.

Unit Scope: The sampling respondents for this research are the staff performance in selected universities in Delta State, Nigeria. Their responses were collected with aid of structured questionnaire of 5-Likert Scale. The primary source collection was deemed appropriate because is one of the best and more convenient way of collecting responses from the targeted respondents.

SECTION TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

2.1.1 Workplace Stress

Stress is caused by an existing stress-causing factor or “stressor”. Work stress is a chronic disease caused by conditions in the workplace that indirectly affect an individual’s performance and overall his or her healthy body. In fact employee stress is negatively correlated to work performance. Further, the more the level of stress, the lower the employee performance in an organization (Singh & Jain, 2013).

Today it is believed that even a little bit of stress will slowdowns employees work performance Work stress is “a situation in which some characteristics of the work situation are thought to cause poor psychological or physical health, or to cause risk factors making poor health more likely.” Work stress arises when demands exceed abilities, while job-related strains are reactions or outcomes resulting from the experience of stress (Amigun & Von, 2010). Work stress is a chronic disease caused by conditions in the workplace that negatively cause an individual’s performance and or overall well-being of his body and mind. In some cases, work stress can be disabling. In chronic cases a psychiatric consultation is usually required to validate the reason and degree of work related stress (Pediwal, 2011).

In general, work-stress has been largely conceptualized in terms of incongruity between employee competence and job requirement or organizational demand (Pediwal, 2011; Malek, 2010). On the causes of job-stress in tertiary environment, Kinman (2001) suggests that, the reported causes of stress across the literature are mostly structural and organizational rather than interpersonal related. Workload and time pressure, research, educational change, management styles, re-organization and restructuring, and inadequate resources are some of the stressors identified among tertiary staffs in previous studies (Alabi et al., 2012).

The stress of work is a condition of a steady-state condition that creates the existence of imbalance physic and psychicism which influences emotions, the process of thinking, and the conditions of an employee (Yasa, 2017). People who have experienced stress will become nervous and they will feel a negative anxiety so that they will often become angry, aggressive, not able to relax, or show the uncooperative attitude (Yasa, 2017). The work stress model "Organizational Stressor and Heart Disease" presented by (Markuwati, Rahardjo and Setyawati, 2015) the causes of stress includes more dominant individual levels. Individual level stress is directly related to one's job duties.

Generally these individual level stresses are like:

1) Role overload; 2) Role conflict; 3) Role ambiguity; 4) Responsibility for other people

Work stress indicators according to (Robbins and Coulter, 2016):

1) Task Demands; 2) Role Demands; 3) Interpersonal Demands; 4) Organizational Structure

5) Organizational Leadership

2.1.2 Staff Performance

Staff performance has received wide attention in literature and research due to its importance since every tertiary institution aims to achieve high performance (Ojo, 2012). Employees are people who are hired, working on the basis of part time or full time under an employment arrangement, whether it is in written or oral expression. It also includes agreement on the remuneration and the kind of duties expected of the employee within a time frame (Manjunatha & Renukamunthi, 2017)

Academic staff performance is influenced by a number of internal and external factors which include personal issues, job suitability, motivation to succeed, working conditions, job training and performance feedback (Woods, 2014). Poor performance can result from unfulfilled external or internal factors. The secret to fixing poor performance is to understand its root cause and thus organizations should provide managers with trainings that can enable them diagnose correctly the cause of poor performance and find the right solutions (Manjunatha & Renukamunthi, 2017). Performance is the achievement of a set of assigned tasks that are anchored to time, with a result indicator that would measure the accomplishment level of the task assigned, which can be measured only when a performance standard has been put in place (Dhankar, 2015). Employee’s performance thus refers to the observable behaviours and actions which explain how a job is done (Manjunatha et al, 2017). Thus employee’s performance can be defined as the way to perform job tasks according to the prescribed description.

Stress at workplace has become an important topic of study in organizational behaviour. As a crucial aspect of human resource management, it has psychology and physiology effects on both the employee and the manager by affecting their health and performance at work (Aniedi, Offiong and Effiom, 2014 in Okeke, Chukwuebuka and Amobi, 2017). They noted that stress is a major cause of negative work attitudes and high labour turnover in the institution. They contended that employee under workplace

stress can be a problem to other employees, especially if he/she is handling dangerous equipment/machines as well as cause other unpleasant health conditions to the employees.

To Dina (2016), job stress can be defined as condition where job related factors interact with the worker to change his psychological or physiological condition such that he/she is forced to deviate from normal functioning or behaviour. In the opinion of Ikonne (2015), stress is an important psychological concept that can affect health, well-being and job performance in negative dimensions. It is regarded as a force that pushes a physical or psychological factor beyond its range of stability, producing a strain within the individual experiencing it. Stress at workplace has become an important topic of study in organizational behaviour. As a crucial aspect of human resource management, it has psychological and physiological effects on both the employee and the manager by affecting their health and performance at work (Aniedi, Offiong and Effiom, 2014 in Okeke, Chukwuebuka and Amobi, 2017). They note that stress is a major cause of negative work attitudes and high labour turnover in the organization. They contend that employee under stress can be a problem to other employees, especially if he/she is handling dangerous equipment/machines as well as cause other unpleasant health conditions to the employees.

Academic staff performance refers to all of an employee's attitudes and behaviours that contribute to attaining the organization's goals (Demirer, 2019). The idea of academic staff performance, which describes to what extent the intended task is performed from an individual perspective, is the sum of the behaviours displayed by the employee to contribute to the organization's efforts to achieve its objectives (Tekin & Deniz, 2019). According to Keshin and Gundogan (2019), academic staff performance can be referred to as all employees' actions at work. Academic staff performance is linked to the quality of the approach that workers use to do their job. Academic staff that lacks the necessary knowledge, skills, and competencies for the position will be more stressed, and their performance may decrease due to their loss of motivation (Altindag, 2020).

Meydan et al (2018) described that academic staff performance attempts to attain work related objectives are called academic staff performance, a component of task and contextual performance. Besides, according to Bin (2015), academic staff performance is defined as an employee's capacity to meet corporate objectives and requirements. The concept of staff performance is linked to the presence of features (capacity) suited for the job requirements, the employee's desire to do their job (willingness), and the presence of environmental components for the task realization (Koca & Yıldız, 2018). Academic staff performance exhibit their capacity and desire in line with their job descriptions and duties and get support from the business environment; all contribute to job performance, which is critical to achieving the organization's goals and objectives (Altindag, 2020).

2.1.3.1 Work Overload and Staff Performance

According to Anita, Nasir and Mukhlis (2013), the factor of mismatch in placing the position of the employee with the workload so that the work interest / motivation decreases, or because the distribution of employees in the work unit has not referred to the actual organizational / board needs in terms of infrastructure/infrastructure has been very supportive of employees in completing their work. The theoretical model of workload is expressed in the classical management theory of scientific management (Sitepu, 2013). He revealed that it is important to organize a share of the labor force in relation to the work of the division of labor, so that all the work can be taught in a particular skill. Every employee will demand the special responsibility in accordance with his specialist. Thus the performance of each individual can be measured and organized (Sarinah, 2017). He revealed that it is very important for the division of labor (division of labour) to analyze individual workloads which will later reflect the workload of the organization. In addition, he also stated that individual workloads will increase if employees move from one job to another, the employee must readjust to his new job. Hence, it will add to the workload and hinder the progress and affordability of workers, for that specialization is needed in his work (Sarinah, 2017).

Putra (2012) opined that workload indicators consist of:

- 1) Targets to be achieved; 2) Job Condition; 3) Job Standards;
- 4) Number of Employees; 5) Engagement of work

When individuals are expected to do over than available time, resources and their capabilities, individuals face many expectations from direct boss, subordinates, colleagues, top management, local community and so on (Ammar, 2006). Role overload can be qualitative or quantitative (Trayambak and Taha., 2012), qualitative role takes place when individual does not have sufficient abilities to do work, while quantitative task happens when individual has huge tasks to do or too time shortage to perform them (Conley & Woosley, 2000).

Work overload which refers to the concentration of huge amount of tasks on an employee is a prominent source of stress. When such an employee is unable to cope with the tasks allocated to him/her, stress will set in and it negatively affect the performance of the employee (Ali, Raheem, Nawaz and Imamuddin, 2014). Work overload arises when people are expected to do more tasks than the available resources such as time and human or mental capabilities can actually carry and that it reduces the performance rate of the individual employee.

2.1.3.2 Work Conflict and Staff Performance

According to Rizal, Adam and Ibrahim (2017) role conflict arises because of the incompatibility between expectations conveyed to individuals in organizations and others inside and outside the organization. It can be seen from the conflict between young employees and senior employees in carrying out their duties and functions. Hanna and Firnanti (2013) revealed that there are five role conflict indicators, which can assess the role conflict, namely:

- 1) Human resources, which are very important resources in an organization that should not be ignored.
- 2) Putting aside the rules, this means that the attitude of looking at rules is not a thing that must be obeyed.
- 3) Unnecessary activities, which are activities considered not useful in supporting activities.
- 4) Unclear directions, which are multi-interpretive instructions on activities to be carried out, resulting in confusion in working.
- 5) Adequacy of authority, which is the proportion of responsibility for the activity

2.1.4 Conceptual Model of the Study

The conceptual model of the study depicts the independent and dependent variables of the study in figure 2.1 below;

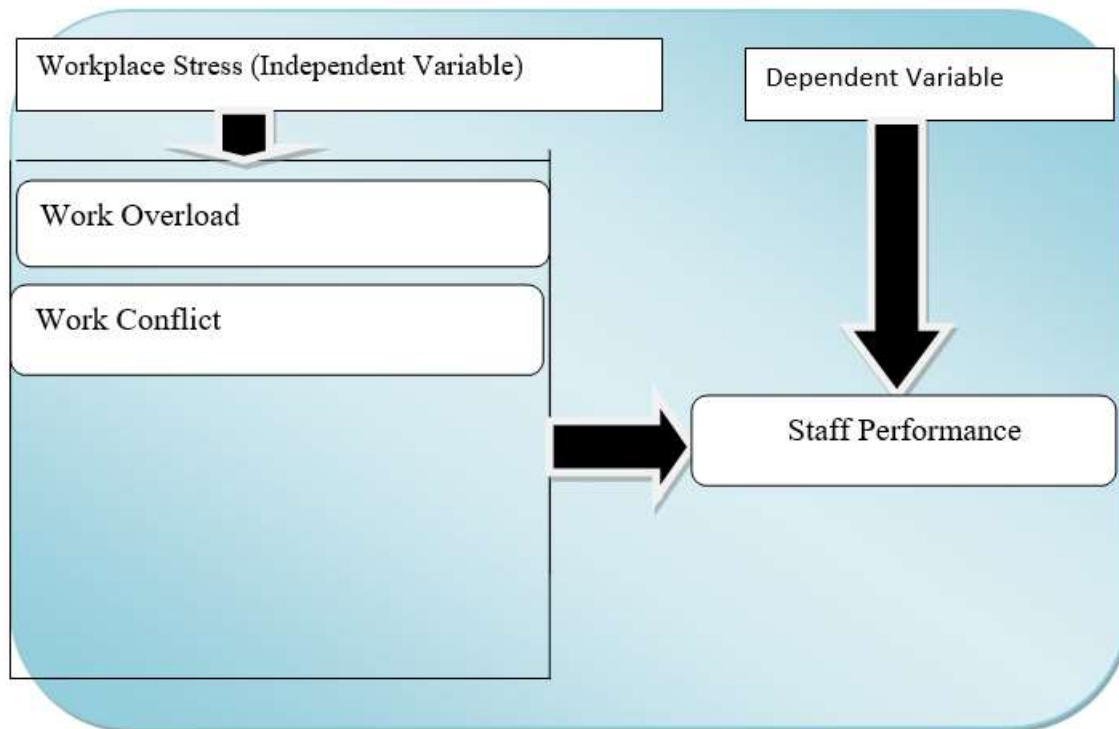


Figure 2.1: Authors Conceptual Model, 2022

2.2 Theoretical Review

This section of the study will be to discuss the various theories of stress and how it will be affecting staff performance. This study was anchored on the Michigan Model and they were discussed below;

2.2.1 Transactional Theory of Stress

The study was underpinned by the transactional stress model, which is on stress process in the transactional model by Lazarus (1966) and Lazarus and Folkman (1984). This model is based on psychological stress and coping. Lazarus and Folkman define psychological stress as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being” (Kusi, Robertson & Mensah, 2019).

The transactional theory postulate that stress is neither in the person or the environment but is in the conjunction between the two. That is people influence their environment and the environment influence people making stress a two way process. The theory is made up of two major cognitive appraisals that help the individual categorize and evaluate an encounter with respect to his/her well being. They are the primary and secondary appraisals respectively. According to Lazarus and Cohen-Charash (2001) as cited Kusi, et al, (2019), the primary appraisal involves the determination of an event as stressful where the person acknowledges that there is something at stake. Throughout primary appraisal, the event or situation can be categorized as irrelevant, beneficial, or stressful. If the event is appraised as stressful, then the event is evaluated as harm or loss, a threat, or a challenge.

Kusi, et al, (2019) brings to light three types of primary appraisals. A harm or loss refers to an injury or damage that has already taken place; a threat refers to something that could produce harm or loss in the future and a challenge event refers to the potential for growth, mastery, or some form of gain or where the individual engages with the demand. They further added another appraisal that he described as benefit, where individuals search for the benefit in a demanding encounter and these groupings are based mostly on one's own prior knowledge and learning. In addition, each of these groupings generates dissimilar emotional responses. Harm/loss stressors can elicit anger, disgust, sadness, or disappointment. Threatening stressors can produce anxiety and challenging stressors can produce excitement. While the benefit stressors help an individual to regulate emotions in a demanding situation.

On the other hand, when threat is appraised by the individual, a secondary appraisal of coping options is triggered. Primary appraisal looks at the "impending harm", if any, and secondary appraisal evaluates "consequences of any coping action" (Lazarus, 1966) as cited in Kusi, et al, (2019). As Folkman describes, "in primary appraisal the person asks „what do I have at stake in this encounter?" and in secondary appraisal the question is „what can I do?", or what can be done about it (Lazarus, 1991) as cited in Kusi, et al, (2019). This is where the person evaluates the availability of coping resources. It is in the secondary appraisal that the focus turns to "what can be done about it". Basically, this is where evaluation is made and this involves a shift to the coping resources that the individual needs to employ. They identified two coping resources and these are the emotion-focused, and the problem focused. Smith and Renk (2017) defines the emotion-focused coping strategies as strategies that are utilized to manage the negative feelings associated with stress, and the problem-focused coping strategies as strategies that are utilized to manage or change the situation that is causing stress.

Thus, the transactional theory of stress incorporates components of stress stimuli and responses that operate upon one another in a cyclic fashion. The causes (stimuli) and the effect (response) of stress which is manifested in physiological, psychological, and behavioural terms move in a recurring order. The transactional theory of stress also recognizes that a degree of individual variation will exist since stress is seen as a process of transaction between the person and the environment. In doing so it explains why conditions that one person experiences as stressful may not be regarded as stressful by another (Oyewole, Adegoke & Atoyebi, 2020).

2.2.2 Conservation of Resource (COR) theory

The conservation of resource (COR) theory has been identified among the popular theoretical models of stress. This theory was developed by Steven Hobfoll in 1989 and bears resemblance with the P-E fit theory (Hobfoll, 2017). This is because, both theories examine the interaction of an individual (person) with his/her environment and the extent to which the interactions between environmental demands and one's resources deal with those demands (Hobfoll, 2017). One of the key assumptions of COR is that, "individuals strive to obtain, retain, protect and foster those things that they value" (Hobfoll, 2017). This means that, individuals strive to preserve and accumulate resources to better navigate their way through demands of life and its associated challenges including job stress-related issues.

Hobfoll (2017) defined a resource as anything that is vital to individuals as it contributes immensely to their wellbeing and also help them to adjust. He therefore stressed that, individuals will require different types of resources in order to help them overcome their challenges including stress-related issues. Some of these resources have been found to include personal resources whereas the others possess features of external (environmental) resources (Nelson & Simmons, 2013; Hobfall, 2017). Nelson and Simmons (2013) revealed that, personal resources deal with an individual's attributes which include personality traits (internal locus of control, generalized self-esteem, and hardiness), personal values (need for achievement) and other features including positive effect. External resources have been found to vary depending on the nature of the environment including amount of feedback received, social support, etc.

The theory therefore explains that, within the working environment, an individual may feel stressed up if these resources are not made available to them. Simply put, the absence of resources would make an individual struggle to positively interact with his/her environment and this could lead to job stress. According to Hakanen, Perhoniemi and Toppinen-Tanner (2018), receiving regular feedback on one's job performance, for instance, could them make relevant corrections to current performance thus prevent them from wasting time and efforts on unnecessarily. This could in a way help these employees minimize their stress-related issues associated with their performances.

Also, Halbesleben (2016) stressed that, social support from peers and management support represent major external (environmental) resources which could help employees overcome occupational stress. This is because, lack of social support, for instance, could induce employees to work individually regardless of the nature of the work and this could expose them to high stressors. Some jobs may require teamwork or peer support thus poor support from one's team members or peers imply that they have to work alone which could put more stress on them. The theory therefore emphasises that, there should be a simultaneous consideration of an individual's cognition and environmental factors with the support of resources (personal and environmental).

Although COR theory incorporates both resource losses (due to stressful environmental conditions) and resource gains (from occurrences of favourable events (Hobfoll, 2017), the key emphasis is on losses. This is because, resource losses represent a major threat to survival, and they have primacy over resource gains when the person is contending with unfavourable (stressful) circumstances. Resource losses could put individuals into stressful situations which could distract them from achieving their basic job tasks. Hobfoll (2017) suggested that, because resource losses represent a high threat to organizations' survival, they need to have primacy over resource gains when they are contending with stressful situations. He also posited that resource losses can distract the

abilities of individuals to survive although resource gains are also vital to the overall development of employees' psycho-social wellbeing.

2.2.3 Michigan Model

The Michigan Model is based on a framework established by French and Kahn at the University of Michigan in 1962, and is sometimes known as the ISR model (Institute of Social Research) the Social Environment Model, or the Role Stress Approach. Like the P-E fit model (French et al., 1982) the Michigan Model (Caplan, Cobb, French, Harrison, Pinneau, 1975) also places much emphasis on the individual's own subjective perceptions of stressors. Environmental stressors, such as role ambiguity, conflict, lack of participation, job security, workload, lack of challenge etc, are subjectively perceived, and personality variables, demographics, and social support moderate these perceptions to lead to health outcomes (Moeno-Jimenez et al., 2009). Role issues, such as role conflict, role ambiguity and role expectations are particularly central stressors, also known as the Role Stress Approach (Alkubaisi, 2015).

The model was refined by Hurrell and McLaney (1988) as cited in Annah, Idua & Kilungu (2019), from the U.S. National Institute of Occupational Safety and Health to result in what is known as the NIOSH model, which as well as specifying examples of how stressors, individual differences, acute reactions, and illness outcomes occur, also focuses more on the role of objective workplace factors in the a etiology of work stress (Huang, Feurstein, & Sauter, 2002) as cited in Annah, et al (2019). In the field of management, workplace stress can be exhibited through work load, work place conflict, work ambiguity which are the core of research as the costs to organizations and employees (Arshadi and Damiri, 2013). Farler and Broady-Preston (2012) suggested that a work-place is a community of its own, hence employees derive their sense of identity and belongingness from it. Stress in the workplace would therefore affect employees significantly and ultimately the performance of the entire organization would also be at stake. It is on this premise the current study will adopt Michigan Model to expound the relationship between work load, work conflict, work ambiguity and employee performance in the education sector in Nigeria.

2.3 Empirical Review

The study will be carrying out empirical reviews in relation to workplace stress and staff performance. This was done in bid to support and/or disapprove the study's finding in relation to the research objective of the study. Table 2.1 captured the varied perspectives on empirical literature.

Table 2.1: Summary of Empirical Literature

S/N	Author/ Year	Title	Methodology	Findings	Gap Highlighted
1.	Ekpo & Ndum (2021)	Work stress and occupational productivity among academic staff of universities in Cross River and Akwalbom States, Nigeria	Ex-post facto research design, Stratified random sampling technique and analyzed using one-way analysis of variance (ANOVA)	The findings revealed that role ambiguity has a significant influence on teaching but not significant in terms of research and community service. Working environment has a significant influence on teaching and research but not significant in terms of community service.	The study was restricted to only academic staff of universities in Cross River and Akwalbom States and also, it made used of only two measures work stress, hence, the findings would not be robust generalization to the whole of Nigeria.
2.	Kashim (2021)	Work stress and employee performance in central bank of Nigeria	Survey method and analyzed with descriptive and inferential statistics	Work stress can affect employee performance when stress is not handled well, absenteeism, turnover, and medical compensation increase and productivity decreases.	The study was limited to staff of central bank of Nigeria, Abuja, rather than the individual banks.
3.	Oyewole, Adegoke & Atoyebi (2020)	Sources and types of stress and their impact on academic performance of lecturers in a private university in Southwestern Nigeria	Survey method and analyzed with descriptive and inferential statistics.	It was found out that both sources and types of stress have significant impacts on academic performance of lecturers when performance is	The study was limited to academic staff of selected Southwestern Nigeria, hence, it findings cannot be generalized to the

				considered from the points of view of teaching, publication and community service.	other parts of Nigeria.
4.	Sari, Storyna, Ribka, Fergyanto, Muhammad and Perwira-Redi (2020)	Effect of work stress on employee performance in the manufacturing industry in Indonesia	Survey method and analyzed with partial structural data analysis techniques using SPSS version 20.0.	The results showed that work stress and work environment has a significant impact on employee performance with the value of $R = 0.972$. Based on the survey result, non-standard working hours and poor relationship with colleagues/superiors contribute to the creation of work stress which has an impact on low performance.	This study was not conducted in Nigeria, hence, the findings cannot be generalized to the Nigeria economic situation. Also, the targeted sample of their study was workers of manufacturing industry, rather than the tertiary institution used in this study, this serve as the major limitations of the study.
5.	Igbokwe, Itoya and Eziuzo (2020)	Effect of job stress on employee performance in tertiary institutions, using Delta State University, Abraka Campus as the study area	The study adopted descriptive survey design. Statistical tools of analysis were summary statistics of percentages and Chi-square (χ^2) test of independence.	Findings indicate that long hours of work as a source of job stress has negative and significant effect on employee performance in tertiary institutions.	The study was limited to staff of Delta State University, Abraka, Nigeria, hence, it findings cannot be generalized to the other parts of Nigeria.
6.	Odor (2019)	Work related stress and employee commitment at Delta State Polytechnic, Ogwashi Ukwu, Delta State, Nigeria	The study which adopted descriptive survey design	Found that work stress is negatively related to the three types of commitment namely; affective, normative and continuance commitment. It was concluded that teaching staff with low job stress will be more committed to duty than those with high level stress.	The study was limited to staff of Delta State Polytechnic, Ogwashi Ukwu, Delta State, Nigeria, hence, it findings cannot be generalized to the other parts of Nigeria.
7.	Kusi, Robertson & Mensah, (2019)	The causes and effects of stress among senior staff administrators at the University of Education, Winneba (Winneba Campus), Ghana.	Sequential explanatory mixed methods model was employed for the study. Stratified and simple random sampling techniques and descriptive statistics	The study revealed that excessive workload, time pressures, bureaucracy in processing of documents and difficulty in approaching bosses were among the causes of stress to the administrators. The study further revealed that the stress experienced by the	This study was not conducted in Nigeria, hence, the findings cannot be generalized to the Nigeria economic situation.

				administrators create some health-related problems for them.	
8.	Annah, Ibua and Kilungu (2019)	Effect of work stress on employee performance in the public sector in Kenya	The study adopted a descriptive research design and analyzed using descriptive and inferential statistics in which frequencies and percentages were used	The study results indicated a correlation between work overload, work conflict, work ambiguity and job security with the employee performance in the public sector in Kenya.	This study was not conducted in Nigeria, hence, the findings cannot be generalized to the Nigeria economic situation.
9.	Eze, Olatunji, Aina and Nwaba (2019)	Effect of performance management on employees' productivity in Lagos State Civil Service	Survey research design and analyzed with categorical regression	The result further revealed that training and development ($\beta=0.473$, $pvalue=0.000$) have the highest effect on employees' productivity, while performance appraisal ($\beta=0.280$, $p-value=0.000$) and reward system ($\beta=0.143$, $p-value=0.006$) have the second and thirds highest effect respectively.	This study was not conducted in Lagos Civil Service, hence, the findings cannot be generalized to the other parts of Nigeria.
10.	Okafor (2019)	Employee performance management and productivity; using medium scale enterprises in the three industrial zones of Awka, Nnewi and Onitsha in Anambra State as the study area.	Designed as a descriptive survey, Major tools of analysis were summary statistics of percentages, correlation and multiple regression (OLS)	It was revealed that positive and significant relationship exists between recognition and employee productivity, and that it exists too between employee feedback mechanism and productivity. It was equally found that a stable and peaceful industrial atmosphere promotes employee productivity in an organization.	This study was not conducted in industrial zones of Awka, Nnewi and Onitsha in Anambra State, hence, the findings cannot be generalized to the other parts of Nigeria.

SECTION THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study will adopt descriptive survey design. Its purpose will be to establish relationships between independent variables of study and academic staff performance. In descriptive research design records will be amassed without changing the surroundings. This layout will be deemed suitable as it gives an outline of a collection of people, phenomena or an event based on the impact on any other variable. Survey studies approach might be followed as it offers in particular with reviews & is extensively utilized in control, or social sciences studies, & so forth because of the complicated dating that exist among variables. It will additionally ensure that the ensuing sample sufficiently represents the population.

3.2 Population of the Study

This research work will take the form of a field survey as established earlier, & it is expedient to maintain that the population of this study will be limited to academic staff performance which their responses will be collected with aid of structured questionnaire. Hence, from this, the academic staff of selected university in Delta State, Nigeria, Specifically; Delta State University, Abraka and University of Delta, Agbor, Nigeria; will serve as our respondents. According to the registrar office of Delta State University, Abraka and University of Delta, Agbor, Nigeria, the Delta State University, Abraka is home to the total of seven hundred and forty-three (743) academic staff while University of Delta, Agbor, is home the total of three hundred (300) academic staff. Thus, the populations of this study will be the total of one thousand and fourty-three (1043) respondents.

3.3 Sample Size Determination

The sample size is the proportion of the population that a particular research intends to study. As sample size is determined, a researcher needs to find out if the population at hand is a finite population whose size is known or infinite population whose size is unknown. This helps in choosing the appropriate formula to be used when determining sample size. In this case the population for the study will be known. The total sample size for this study will be obtained using the Yord formulae developed by (Kothari, 2014). Stated that;

$$n = N / 1 + N (\alpha)^2$$

Where:

n= the sample size, N= the sample frame (population=1043); α = the margin of error (0.05%). $n = 1043 / 1+1043(0.05)^2 = 289.12$; The sample size will be 289.

3.4 Sample & Sampling Techniques

The study will adopt the simple random technique because the simple random sampling is a method used to cull a smaller sample size from a larger population & use it to research & make generalizations about the larger group. It is one of several methods statisticians & researchers use to extract a sample from a larger population; other methods include stratified random sampling & probability sampling. The advantages of a simple random sample include its ease of use & it's accurate representation of the larger population.

3.5 Research Instrument

The study will employ the use of structured questionnaire with close-ended questions. The questionnaire will be divided into two sections (A & B) containing questions on respondents profile & another in closed ended questions pattern. This will be help to guide respondents' to provide answer within the choices given to ensure they stay in focus with the study objectives. To this end, respondents will be presented with descriptive statements in a 5-point Likert scale in which they will be required to rate the scoring to the extent to which they perceived a particular statement.

3.9 Analytical Tools

The completed questionnaires will be first edited for completeness & consistency. Quantitative data will be collected & analyzed by the use of descriptive statistics using SPSS version 23 & presented through percentages, means, standard deviations & frequencies. This will offer a systematic & qualitative analysis of the study objectives. Descriptive data will be presented using measures of central tendency like mean & standard deviation. The researcher will conduct a regression & correlation analysis in order to establish the relationship between measures of Workplace Stress on Staff Performance in Delta State, Abraka, Nigeria. The dependent variable which is Staff Performance (SP) expected to be influenced by the measures of Workplace Stress, namely; Work Overload (WO), Work Conflict (WC), The model is specified as follows;

$$SP = f(WO, WC)$$

$$SP = \beta_0 + \beta_1 WO + \beta_2 WC + \epsilon$$

Where; SP = Staff Performance; β_0 = Constant; WO = Work Overload; WC = Work Conflict; ϵ = Error term.

SECTION FOUR

RESULT DISCUSSION

4.1 Data Presentation

A total of two hundred and eighty-nine (289) questionnaire were administered, out of the two hundred and eighty-nine (289) questionnaire administered to staff of academic staff of selected university in Delta State, Nigeria, Specifically; Delta State University, Abraka and University of Delta, Agbor, Nigeria; that served as the respondents, which two hundred and thirty-nine (239) were retrieved and properly filled. This two hundred and thirty-nine (239) respondents represent 82.70 percent of the total questionnaire administered, which shows that two hundred and thirty-nine (239) respondents is sufficient for the study. Thus, the

sample used for the study was the two hundred and thirty-nine (239) respondents from staff of Delta State University, Abraka and University of Delta, Agbor in Delta State, Nigeria. This response was excellent and representative of the population and conforms to Cooper & Schindler (2014) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and above is excellent.

Table: 4.2.1 Response from Distributed Questionnaire (Personal Information of Respondents)

S/N	Variables	Frequency	Percentage (%)
1.	Gender		
	Male	81	33.89
	Female	158	66.11
		239	100
2.	Age Distribution		
	15-20years	29	12.13
	21-30years	108	45.19
	31-40years	72	30.13
	41-50years	30	12.55
		239	100
3.	Marital Status		
	Married	78	32.64
	Single	153	64.07
	Separated	3	1.26
	Divorced	5	2.09
		239	100
4	Educational Qualification		
	WAEC/GCE/NECO	67	28.03
	HND/BSC	156	65.27
	MBA/MSC	12	5.02
	OTHERS	4	1.67
		239	100
5.	Religion		
	Christian	88	36.82
	Muslim	57	22.89
	Others	894	39.33
		239	100
6.	Years in Service		
	Less than a year	14	5.86
	1-5 years	67	28.03
	6-10 years	55	23.01
	11-15 years	89	37.24
	15 years and above	14	5.86
		239	100

Source: Researcher Field Survey, 2022.

From the Table 4.2.1 above showing the demographic characteristics of staff of academic staff of selected university in Delta State, Nigeria, Specifically; Delta State University, Abraka and University of Delta, Agbor, Nigeria. It can be observed that the Table 4.2.1 above sought to determine the respondents' gender. It was established that 33.89% of the respondents were male while 66.11% of the respondents were female. This showed that respondents were evenly distributed across the gender divide although there were more female than male respondents. In terms of age, it showed that 29(12.13%) are within the range of 15-20years, 108(45.19%) are with the range of 21-30years, 72(30.13%) are in the range of 31-40 while the rest are with range 41-50years with percentage of 12.55%. Also, Out of the 239 respondents, 78(32.64%) are married, 153(64.07%) are singles, 3(1.26%) are separated while 5(2.09%) are divorced. Further, the HND/BSC holder formed the greatest number of people that filled the questionnaire. This group constituted 65.27% of the respondents to the questionnaires. The Christian formed the greatest number people 88(36.82%). Finally, the number of years indicated that staff with 11-15years formed the greatest that filled the questionnaire with 89(37.24%).

4.2 Description of Variables

This study made use of descriptive statistics for the purpose of detailed description of the responses from the questionnaire in respect of the independent variables [Work Overload (WO), and Work Conflict (WC)].

Presented in Table 4.2.2 below:

Table 4.2.2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
WO	239	12	20	15.77	2.227
WC	239	12	20	14.87	1.901

Source: SPSS Version 23 Output, 2022.

The descriptive statistics for Work Overload (WO) indicates a mean of 15.77, a standard deviation of 2.227 with the difference in the maximum and minimum values stood at 8.

This implies that the Work Overload (WO) has witness a tremendously increase over the years since the mean value is greater than the standard deviation value. The results indicated that the average Work Overload (WO) for the universities is 15.77, hence an indication that the average Work Overload (WO) for the universities is 1577%. This implies that the Nigeria universities have been practicing heavy workload for their employees. Work Overload (WO) having disparity between the mean and standard deviation with value of 13.543, indicated that few employees of the sample banks under study are of the opinion that Work Overload (WO) management is not practice in the their universities, hence their responses contradicts the majority of the respondents, which is due to the management approach adopted by their universities.

The descriptive statistics for Work Conflict (WC) indicate a mean of 14.87, a standard deviation of 1.901 with the difference in the maximum and minimum values stood at 8. This implies that the Work Conflict (WC) has witness a tremendously increase over the years since the mean value is greater than the standard deviation value. This implies that majority of the respondents are of the opinion that various university management has failed to put measures in place for work load conflicts on employees as at when due, is few that have contrary opinion.

Finally, the descriptive statistics show that Staff Performance (SP) has minimum value of 12 and maximum value of 20 leading to the mean and standard deviation of 15.94 and 1.483 respectively. This implies that Staff Performance (SP) varies tremendously over the period under study. The results indicated that the average Staff Performance (SP) for the universities is 15.94, hence an indication that the average Staff Performance (SP) for the universities is 1594%. This implies that the Nigeria universities has recorded steady and improve performance due to continuous increase in Staff Performance (SP). This is due to proper implementation of work place stress measures because an employee of the universities tends to perform better when they are happy.

4.3 Data Analysis

Correlation analysis was used to examine the relationship between dependent and independent variables. It measures the linear association between two variables. Its values lie between -1 and +1. +1 indicates that there is a positive linear sense between two variables and are perfectly related while -1 indicates a negative linear sense between two variables. Correlation matrix actually shows the relation between independent and dependent variables. This tells the degree of correlation between the independent and dependent variables, whether there is moderate or low degree of correlation.

Table 4.3.1: Correlation Output of the Independent and Dependent Variables

		Correlations					
		ASP	WO	WC	WA	JS	LWH
Pearson Correlation	ASP	1.000					
	WO	.187	1.000				
	WC	.270	.710	1.000			

Source: SPSS Version 23 Output, 2022.

The Work Overload (WO) is strongly positively correlated with Staff Performance (SP) with a coefficient of correlation of 0.187. The correlation coefficient (r) of 0.187 for Work Overload (WO), indicates a strong positive correlation with Staff Performance (SP) because the correlation coefficient (r) of 0.187 is greater than 0.05. This implies that a unit increase in Work Overload (WO) will increase Staff Performance (SP) with an 18.7%; this is evident with correlation coefficient of 0.187.

The Work Conflict (WC) is strongly positively correlated with Staff Performance (SP) with a coefficient of correlation of 0.270. The correlation coefficient (r) of 0.270 for Work Conflict (WC), indicates a strong positive correlation with Staff Performance (SP)

because the correlation coefficient (r) of 0.270 is greater than 0.05. This implies that a unit increase in Work Conflict (WC) will increase Staff Performance (SP) with a 27%; this is evident with correlation coefficient of 0.270.

The study is focused on enhancing Academic Staff Performance (ASP) through work place stress. The results of the correlation analysis involving all the indicators of work place stress [Work Overload (WO) and Work Conflict (WC)].

4.4 Test of Hypotheses and Result Discussions

Decision Rule: Accept the Null hypothesis (H_0) if the t-value calculated is lesser than table statistics at 5% level of significant or 95% degree of confidence. Reject H_0 when t-calculated is greater than t-table value at 0.05 significant levels. The significance of the relationship is based on the P-value. When the associated P-value is less than 5%, then the relationship between the independent variable and dependent variable would be said to be significant but when it is greater than 5%, then it would be insignificant.

Table 4.4.1: Multiple Regression Results for the Measures of Work Place Stress and Staff Performance in Delta State University in Nigeria

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.943	.810		14.749	.000
WO	.128	.031	.026	4.129	.008
WC	.191	.073	.244	2.622	.009

a. Dependent Variable: SP

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.978 ^a	.957	.955	.442	1.894

a. Predictors: (Constant), WO, WC,

b. Dependent Variable: SP

Table 4.8 above shows the level of significance for Work Overload (WO), Work Conflict (WC), on Staff Performance (SP) in Delta State University, which served as the basis for testing the hypotheses and followed with discussion of findings for each independent variable in relation to the dependent variable.

4.4.1.1 Work Overload (WO) and Staff Performance (SP)

The Multiple Regression result in Table 4.4.2 above, the coefficient of Work Overload (WO) is 0.026 with a t-value of 4.129 and associated p-value (sig. value) is 0.008. This suggests that Work Overload (WO) has positive effect on Staff Performance (SP). This implies that, the effect is significant given the fact that the p-value of 0.008 is lesser than 0.05 (5%) level significance, thus the alternate hypothesis is accepted and null hypothesis is rejected; which says that Work Overload (WO) does not have significant effect on Staff Performance (SP) in Tertiary institutions in Delta State. The coefficient of Work Overload (WO) is 0.026 which implies that Work Overload (WO) has a positive trend with Staff Performance (SP). One percent (1%) movement in Work Overload (WO) would lead to 2.6% increase in Staff Performance (SP). Work Overload (WO) has a significant influence on Staff Performance (SP) in tertiary institution in Delta State Nigeria. This finding is in line with the finding of Igbokwe, Itoya and Eziuzo (2020), Ekpo & Ndum (2021) and Oyewole, Adegoke & Atoyebi (2020).

4.4.1.2 Work Conflict (WC) and Staff Performance (SP)

The Multiple Regression result in Table 4.4.2 above, the coefficient of Work Conflict (WC) is 0.244 with a t-value of 2.622 and associated p-value (sig. value) is 0.009. This suggests that Work Conflict (WC) has positive effect on Staff Performance (SP). This implies that, the effect is significant given the fact that the p-value of 0.009 is lesser than 0.05 (5%) level significance, thus the alternate hypothesis is accepted and null hypothesis is rejected; which says that Work Conflict (WC) does not have significant effect on Staff Performance (SP). The coefficient of Staff Performance (SP) is 0.244 which implies that Work Conflict (WC) has a positive trend with Staff Performance (SP). One percent (1%) movement in Work Conflict (WC) would lead to 24.4% increase in Staff Performance (SP). Work Conflict (WC) has a significant influence on Staff Performance (SP) in Nigeria. This finding is in line with the finding of Ekpo & Ndum (2021) and Oyewole, Adegoke & Atoyebi (2020).

SECTION FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study examined the relationship between workplace stress and staffs performance in tertiary institution in Delta State, Nigeria. The specific objectives of the study is to ascertain effect of the influence of the measures of workplace stress, namely; Work Overload (WO), and Work Conflict (WC) on the Staff Performance (SP). Survey research design was adopted in this study. This is was found suitable for this kind of research work, where respondents' opinion are sought and evaluated for possible inferences.

The findings revealed that:

1. There is significant positive relationship between Work Overload (WO) and Staff Performance (SP) in Delta State, Nigeria ($0.008 < 0.05$), thus the null hypothesis (H_{01}) is rejected and the alternate hypothesis is accepted;
2. There is a significant positive relationship between Work Conflict (WC) and Staff Performance (SP) in Delta State, Nigeria ($0.009 < 0.05$), thus the null hypothesis (H_{02}) is rejected and the alternate hypothesis is accepted;

5.2 Conclusions

From the findings of the study, it can be concluded that, overall the work place stress had a positive significant effect on the Staff Performance (SP) in Delta State, Nigeria, namely; Delta State University, Abraka and University of Delta, Agbor, Nigeria.

5.3 Recommendations

Based on the findings of this study, I hereby recommend the following;

It therefore follows from the above findings that sources of stress and types of stress should be properly identified and managed in an academic environment. This may further enhance the productivity of academic staff and the reputation of the institution locally and internationally.

The study recommended that policy makers including management of universities should establish measures aimed at strengthening existing interrelationships among colleagues and management. This would help the staff to overcome their job stress-related issues including work life conflicts and excessive work demand while improving their performance levels.

Also, reallocation of workloads should be encouraged to help the staff reduce the excessive work demands and invariably minimize existing job stress.

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QUESTIONNAIRE

INSTRUCTIONS: The questions in the sub-section of the questionnaire are designed to elicit information about the respondents view in relation to the workforce diversity and its impact on academic performance.

SECTION A: RESPONDENTS PROFILE

Please answer by ticking (☐) in the blank space provided

- 1. Sex:** (a) Male [☐] (b) Female [☐]
- 2. Age:** (a) 18-29 years [☐] (b) 30-39 years [☐] (c) 40-49 years [☐] (d) 50-60 years [☐]
- 3. Marital Status:** (a) Married [☐] (b) Single [☐]
- 4. Educational qualification:** (a) WAEC/GCE/NECO [☐] (b) OND/NCE [☐] (c) HND/B.Sc [☐] (d) M.Sc/MBA [☐] (e) Others [☐]
- 5. Religion:** (a) Christian [☐] (b) Muslim [☐] (c) Others [☐]
- 6. Kindly indicate the number of years in service with the University:** (a) less than a year [☐] (b) 1-5 years [☐] (c) 6-10 years [☐] (d) 11-15 years [☐] (e) 15 years and above [☐]

SECTION B: OTHER RESEARCH QUESTIONS

Kindly read through the following statements, use the scale below as your guide;

SA =Strongly Agreed, A=Agreed, U =Undecided, D=Disagree and SD=Strongly Disagree.

	Statement	RESPONDENTS CHOICE

S/N	Work Overload	SA 5	A 4	U 3	D 2	SD 1
1	The staff is faced with too much task at a time.					
2	The work load is not proportionate to number staff.					
3	Staffs often complain of too much work load.					
4	The work load in the university is fairly is distributed in the university.					
	Work Conflict					
5	Conflicting roles in the university make staff uncomfortable when discharging their duties.					
6	The university are normally saddle with the responsibility of handling different tasks at the same time.					
7	A university staff may supervise two to three departments at the same time.					
8	The university staffs are most time faced with the problem of conflicting roles.					