Stress Among Academic Staff in a Nigerian University

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Abstract: This study investigated the factors associated with stress among academic staff in a Nigerian university. Also, it ascertains if there is significant difference between stress and selected socio-dynamic variables of academics staff. Data was collected from 313 randomly selected academic staff from a research population of 1442. Data was analysed using both descriptive and inferential statistics. Findings revealed that all tested variables: academic workload, student-related issues, research and career development, interpersonal relationship and administrative-related issues were significantly associated with stress among academic staff. The results also showed that there is no significant difference in the level of stress among academic staff with respect to gender, age, teaching experience and academic rank. However, significant difference was observed in the level of stress among academic staff with respect to marital status. The study recommended among others that the university authority should establish an Employee Assistance Programme (EAP) to provide professional services and assistance to academic staff suffering stress-related problems.

Key words: Academic Staff, Public Universities, Stress.

1. Introduction

Empirical studies have shown that work-related stress is increasingly becoming a source of concern among organizations and employees around the globe (Gyllensten & Palmer, 2005; Khurshid, Butt & Malik, 2011). According to Gyllensten and Palmer (2005) an astonishing 13.4 million working days was found to be lost to stress-related illness, depression, or anxiety every year in

Britain. Work stress does not only negatively influence the productivity and creativity of workers, but also their overall health, well-being and morale. According to Akinmayowa (2009) stress is not only detrimental to the individual's immediate emotional stability and behaviour, but also for his or her long-term psychological wellbeing. Excessive stress at work could result in increase human errors and accidents, as well as negatively affect employees' productivity and their overall effectiveness on the job (Akinmayowa, 2009; Armstrong, 2006).

Several factors have been found to contribute to the level of stress among university academics to include: home-work interface, role ambiguity and performance pressure (Ahsan, Abdullah, Fie & Alam, 2009); academic workload, student-related issues and role conflicts (Akbar & Akhter, 2011). Also, research and publications (Abouserie, 1996; Blix, Cruise, Mitchell, & Blix, 1994), strike and school interruption, delay and irregular payment of salary and lack of instructional facilities (Ofoegbu & Nwadiani, 2006) are significant sources of stress among university teachers. Yet, research, career development, interpersonal relationships are problematic (Archibong, Bassey & Effiom, 2010). Turning to Nigeria, the work lives of lecturers in public universities is not an easy one (Archibong, *et al.,* 2010). Indeed,

university lecturers in Nigeria grapple daily with overcrowded classrooms, outdated laboratory facilities for research activities and teaching, poor working condition amongst others. The slogan in Nigerian universities '*publish or perish syndrome'* is a stressor. The intense pressure piled on lecturers (especially the younger ones) to publish as many papers as possible in the shortest time possible for promotion purposes is no longer news. Others commonly cited sources of stress in Nigerian public universities include strenuous promotion criteria/guidelines, heavy academic workload and frustration in the efforts taken for articles to be published in local journals. These sources of stress as Ofoegbu and Nwadiani (2006) pointed out, were influencing negatively how academic staff functions in public universities in Nigeria.

Studies have investigated factors associated with stress among academic staff in universities in different parts of the globe, including Nigeria. Thabo (2010) examined the factors associated with work stress among university employees in Botswana. Their results indicated that work stress was associated with several aspects of the work environment such as overload, clarity of responsibilities and physical working conditions. Akbar and Akhter (2011) investigated the factors that significantly contribute to stress among faculty members in both public and private business schools of Punjab in Pakistan. They

found that workload, student-related issues and role conflicts were significant factors that contribute to stress in faculty members; while inadequate organizational resources and organizational structural & procedural characteristics do not contribute significantly to stress in faculty members. Despite these findings, very little is still known about the factors that significantly impact on the level of stress among academic staff in public universities in Nigeria to the best of our knowledge.

2. Objective of the Study

The objective of this study therefore is to:

i. investigate the factors associated with stress among academic staff; and

ii. ascertain if there is significant difference between stress and selected socio-dynamic variables of academic staff.

3. Review of Literature

3.1 Theoretical Framework

The study adopts person-fit environment (PE) theory and the transactional model of work stress.

According to Salami (2011:112) these models "are the most widely accepted frameworks for conducting research on job-stress and burnout." PE Fit theory and transactional model of stress is based on the premise that stress does not arise from a person or the work environment separately, but rather from the interrelationship between stressors in the work environment, the individual's perception of the work situation and his or her subjective responses (Cooper, Dewe & O'Driscoll, 2001). Thus, the individual would adjudge the work situation to be stressful when he or she perceives an incompatibility or a lack of fit with the work environment. In our research model, the stressors in Box A are job demands that could contribute significantly to the level of stress experienced by an academics as mediated by his or her socio-dynamic variables in BOX B. The individual would appraise the work situation to be stressful when he or she perceives a lack of fit or incompatibility with the work environment.
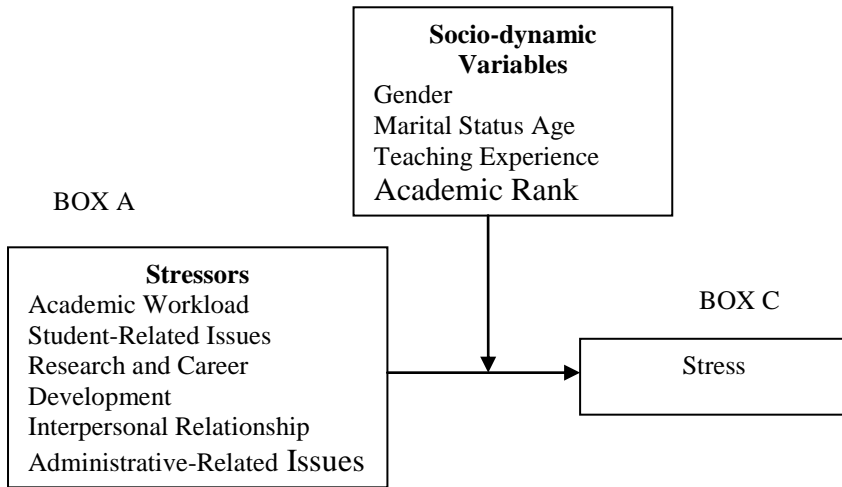
BOX B

Figure 1: Diagrammatic Representation of the Research Model
Source: The Authors' Construction

3.2 Stress and Socio-Dynamic Variables

3.2.1 Stress and Gender

A review of literature shows that stress and gender are related (Safaria, Othman & Wahab, 2012). While some studies found significant relationship between stress and gender, others however failed to establish any relationship between them. For instance, studies by Blix *et al.* (1994), Boyd and Wylie (1994), and Okebukola and Jegede (1989) found that female lecturers experienced more stress on the job than their male counterparts. In contrast, Borg and Riding (1991), Aftab and Khatoon (2012) found that male teachers reported more stress than their female counterparts. Study by Mondal, Shrestha and Bhaila (2011) revealed that male academics experience more psychological and physical stress than their female counterparts. However, Ofoegbu and Nwadiani (2006) found no significant difference in the level of stress experienced by both male and female lecturers.

H1: There is no significant difference in the level of stress experienced by academic staff with respect to gender

3.2.2 Stress and Marital Status

Marital status has been found to play an important role in the experience of stress among university lecturers. In a study carried out to investigate stress in selected universities in the Southern part of Nigeria, Omoniyi and Ogunsanmi (2012) found the level of stress between married and single lecturers to differ significantly; with lecturers that are single experiencing more stress than their married counterparts. This is inconsistent with Khurshid, *et al.* (2011) with the findings that married

academic staff experience more stress than their single counterparts. Van Zyl and Pietersen (1999) posit that married female academics are more likely to report more stress due to the fact that they have to perform the dual roles of both a professional career woman and that of a supportive house wife simultaneously. Ofoegbu and Nwadiani (2006) however found no significant difference in the level of stress between married and single academics in public universities in Nigeria.

H2: There is no significant difference in the level of stress experienced by academic staff with respect to marital status

3.2.3 Stress and Age

Studies revealed that conflicting findings exist on stress between younger and older academics in universities. While some studies found that younger academics experience more stress than their older counterparts and vice versa; others however failed to establish any relationship in the level of stress between younger and older university academics (Dua, 1994; Paulse, 2004). In justifying why younger academics might experience more stress than their older counterparts, Ofoegbu and Nwadiani (2006) stated that although the younger ones often enter into the academic environment with high hopes, expectations and dreams, their expectations are suddenly dashed when faced with the realities of the job, thereby resulting in a significant level of stress they might experience. This is in contrast to their older colleagues who might have fully adapted to the system over the years. Furthermore, Dua (1994) posited that older academics would likely experience less stress as compared to the younger ones due to the fact that they might consider themselves to have reached the pinnacle of their career. This belief might tempt them to believe that there is very little or nothing left to achieve in the system. However, Paulse (2004) found that younger academics would experience less stress than their older ones due to the absent of family responsibilities. Study by Sager (1990) found that the ability to cope with stress would increase with age. This finding is consistent with Akbar and Akter (2011) who found that as the age of an academic staff increases, he or she tend to experience less stress. This is consistent with Theorell and Karasek (1996) who found a positive relationship between the ages of university teachers and their level of stress. In contrast, Khurshid *et al.* (2011) reported an inverse relationship between the age of lecturers and the level of work stress they experience.

H3: There is no significant difference in the level of stress experienced by academic staff with respect to age

3.2.4 Stress and Teaching Experience

Studies show that teaching experience may contribute

significantly to the level of stress among academic staff in universities. In particular, empirical evidence seems to suggest that academic staff with less teaching experience would report more stress than those with more teaching experience (Abouserie, 1996; Akbar & Akter, 2011; Ofoegbu & Nwadiani, 2006; Okebukola & Jegede, 1989; Winefield & Jarret, 2001; Safaria, *et al.,* 2012). Ofoegbu & Nwadiani (2006) further opine that lecturers with more teaching experience might have adapted to the system over time which might explain why they tend to experience less stress as compared to the younger ones who are relatively new in the system. Moreover, academics with more teaching experience might consider themselves to have reached the pinnacle of their career (Dua, 1994). In contrary, study by Hanif (2004) found that academics with more teaching experience would report more stress than those with less teaching experience.

H4: There is no significant difference in the level of stress experienced by academic staff with respect to teaching experience

3.2.5 Stress and Academic Rank
Academic rank has been found to be a key factor that mediate the experience of stress in university academics (Safaria *et al.,* 2012). Study by Dua (1994) found that individuals employed at ranks are likely to be less susceptible to the experience of stress than those employed at lower job ranks. Several

reasons could account for less stress among individuals with higher job ranks than those with lower job ranks. The fact that individuals with higher job ranks have better pay packages, allowances and the possibility of delegating tedious tasks to subordinates, may justify why they might experience less stress as compared with employees with lower job ranks. Safaria *et al.* (2012) opine that employees who feel poorly remunerated (which may be due to their job rank in the organization) were likely to be more prone to work stress. Turning to the university environment, academics with higher academic ranks are more likely to experience less job pressure, as well as work-related stress than those with lower academic ranks. The reason being that academics with higher rank may leverage on the power their position bestow on them by delegating responsibilities (i.e. course advising, invigilating of examinations, marking of examination scripts and undergraduate project supervisions) they perceived to be tedious to junior colleagues. In support of this, Kirkcaldy and Furnham (1999) found that as employees' progresses toward higher job ranks, they tend to resort to delegating responsibilities among their subordinates in order to cope with work-related stress.

H5: There is no significant difference in the level of stress experienced by academic staff with respect to academic rank

4. Methods of Research

This study adopted the descriptive survey research design. This design was adopted due to was fact that it affords the researchers the benefit of gaining an in-depth knowledge and understanding of the subject matter of this research study. Respondents were drawn from the ten faculties (i.e. Agriculture, Arts, Education, Engineering, Law, Life Sciences, Management Sciences, Pharmacy, Physical Sciences and Social Sciences) and college of medical sciences (i.e. Basic Medical Sciences, Dentistry and Medicine) in the University of Benin, Benin City, Edo State, Nigeria. The University of Benin was selected due to the fact that it is one of the oldest and largest public universities in the country. Thus, it is our belief that our research findings would to a large extent reflect the nature of stress in other public universities in the country. The population of the study comprised one thousand four hundred and forty two (1,442) academic staff as obtained from Records and Statistics Units in the Registrar's Office, University of Benin, on 8 January, 2013. Since the population is known, a sample size of 313 was determined using Yaro Yamani's statistical formula. Stratified sampling was used to select respondents that participated in the study from the faculties and college of medical sciences. Agbonifoh and Yomere (1999) opine that stratified sampling method is ideal when the study population is made up of homogenous subsets (strata) with heterogeneity between the subsets. This happens to be the case with a study of this nature where the population is made of academic staff that can easily be stratified on the basis of faculty/college of medical sciences or academic rank.

The questionnaire was used to gather data for the study. The instrument items were adapted from previous studies of Archibong *et al.* (2010) and Ofoegbu and Nwadiani (2006) after an extensive review of literature. The initial items in the research instrument were validated by four (4) senior academics in the Faculty of Management Sciences, University of Benin. Its reliability was pilot-tested with thirty (30) academic staff that were not part of the study sample using cronbach's alpha method. A reliability co-efficient of 0.85 was obtained for the research instrument which was considered satisfactory and relevant to our study objectives.

Section A of the questionnaire focused on the socio-dynamic variables of respondents: gender, marital status, age, teaching experience and academic rank. Section B contains twenty six (26) questions which were categorized under five broad stressors i.e. Academic Workload (AW), Student Related Issues (SI), Research and Career Development (RC), Interpersonal Relationship (IR) and Administrative-Related Issues (AI). Respondents were asked to rate how stressful they find each item based

on a 5- point Likert scale: 1= no stressful, 2= low stress, 3= average stress, 4= high stress, 5= very high stress. Questionnaires were administered and retrieved from respondents within four weeks by the researchers with the help of some trained research assistants.

Data analysis was done using both descriptive statistics (i.e. simple percentages, means, standard deviation and multiple regression techniques) and inferential statistics (i.e. independent t-test and one way ANOVA). The research hypotheses were tested at 0.05 level of significance. Where statistically significant F ratio was obtained in any of the tested hypothesis and the null hypothesis was rejected, Scheffe's post hoc test was done in order to ascertain which pairs of mean differs. Data generated were analyzed with the aid of Statistical Package for the Social Sciences (SPSS) version 19.0.

5. Results and Discussion
5.1 Demographic Profile of Respondents
Out of the three hundred and thirteen questionnaires (313) that were administered to respondents, two hundred and twenty six (226) questionnaires were retrieved and found usable giving a percentage response rate of 72.2%. A look at the demographic profile of respondents shows that 66.8% (151) were males and 33.2% (75) were females. 62.5% (140) were married, 33.9% (76) were

single, 2.3% (5) widowed and 1.3% (3) divorced or separated. Turning to their age, 8.0% (18) were 24 years or less, 20.4% (46) were between 25-30 years, 40.4% (91) were between 31 and 45 years, 23.2% (52) were between 46 and 55 years and 8.0% (18) were between 56 years and above.

On academic rank, 2.7% (6) were Professors, 7.1% (16) were Associate Professors, 13.7% (31) were Senior Lecturers, 14.2% (32) were Lecturer I, 17.6% (40) were Lecturer II, 26.1% (59) were Assistant Lecturers and 18.6% (42) were Graduate Assistants. In teaching experience, 55.1% (124) had between 5 years or less, 15.5% (35) had between 6 and 10 years experience, 14.7% (33) had between 11 and 15 years experience, 14.7% (33) had been on the job for 16 years or more.

5.2 Hypotheses Testing
In this section, inferential statistical tools (i.e. independent t-test and one-way ANOVA) were used to analyze the research hypotheses at 0.05 level of significance. Where statistically significant F ratio was obtained in any of the tested hypothesis and the null hypothesis is rejected, Scheffe's post hoc test was done in order to ascertain which pair of means differs.

H1: There is no significant difference in the level of stress experienced by academic staff with respect to gender.

Table 1: Independent t-test: Stress by Gender

Gender	N	Mean	SD	T value	Sig.	Decision
Male	151	2.75	0.54	0.70	0.485	Not Significant
Female	75	2.70	0.66			
Total	226					

Table 2 shows that significant difference does not exists in the level of stress between male and female respondents (F=0.70, p-value>0.05). Thus, the null hypothesis which states that there is no significant difference in the level of stress experienced by academic staff with respect to gender is accepted. This finding supports that of Winefield and Jarret (2001), and Ofoegbu and Nwadiani (2006) who found no significant difference in the level of stress experienced by both male and female lecturers. The result however contradicts that of Akbar and Akhter (2011) who found significant difference in the level of stress between male and female lecturers; with female lecturers experiencing more stress than their male counterparts.

H2: There is no significant difference in the level of stress experienced by academic staff with respect to marital status

Table 2: ANOVA: Stress by Marital Status

Marital Status	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	3.143	3	1.048	3.321	0.021*	Significant
Within Groups	69.389	220	0.315			
Total	72.532	223				

*Significant at 0.05, 2-tailed

Table 2 shows that significant difference existed in the level of stress among respondents based on marital status (F=3.321, p-value<0.05). Therefore, the null hypothesis which states that there is no significant difference in the level of stress experienced by academic staff with respect to marital status is rejected. This finding is consistent with Omoniyi and Ogunsanmi (2012) who found that the level of stress between married and single academic staff differ significantly. However, our result does not support Ofoegbu and Nwadiani (2006) who

found no significant difference in the level of stress among lecturers in Nigerian universities based on marital status.

Since the tested hypothesis in Table 2 indicated that significant difference existed in the level of stress among academic staff with respect to marital status, Scheffe's post hoc test was done in order to ascertain which pair of means differ. Table 3 shows Scheffe's post hoc test with respect to marital status.

Table 3: Scheffe's Post Hoc Multiple Comparisons Test with respect to Marital Status

(I) Marital Status	(J) Marital Status	Mean Difference (I-J)	Std. Error	Sig.	Decision
Married	Single	-0.24716	0.08002	0.025*	Significant
	Widowed	0.03710	0.25560	0.999	Not Significant
	Divorced/Separated	-0.22444	0.32770	0.926	Not Significant
Single	Married	0.24716	0.08002	0.025*	Significant
	Widowed	0.28426	0.25929	0.753	Not Significant
	Divorced/Separated	0.02272	0.33058	1.000	Not Significant
Widowed	Married	-0.03710	0.25560	0.999	Not Significant
	Single	-0.28426	0.25929	0.753	Not Significant
	Divorced/Separated	-0.26154	0.41014	0.939	Not Significant
Divorced/Separated	Married	0.22444	0.32770	0.926	Not Significant
	Single	-0.02272	0.33058	1.000	Not Significant
	Widowed	0.26154	0.41014	0.939	Not Significant

The mean difference is significant at 0.05 level.

Table 3 depicts Scheffe's post hoc analysis with respect to marital status. Results clearly indicated that statistical difference existed between single and married respondents only.

(p value<0.05). The mean difference between single and married respondents which is ±.24716 is significant at 0.05 level (Table 3)

Table 4: Marital Status: Mean and Standard Deviation

Marital Status	N	Mean	SD
Married	140	2.66	0.57
Single	76	2.91	0.53
Widowed	5	2.62	0.95
Divorced/Separated	3	2.88	0.07

Table 4 depicts the mean and standard deviation scores of respondents with respect to marital status. Results indicated that single respondents experienced higher level of stress (Mean=2.91, SD=0.53) than their married counterparts (Mean=2.66, SD=0.57). This finding is consistent with Omoniyi and Ogunsanmi (2012) who found that academic staff that are single

experience more stress than their unmarried counterparts, but inconsistent with Khurshid *et al.* (2011) and Akbar and Akhter (2011) who found that academic staff that are married were more stressed than those that are not married.

H3: There is no significant difference in the level of stress experienced by academic staff with respect to age

Table 5: ANOVA: Stress by Age

Age	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	2.672	4	0.668	2.008	0.094	Not Significant
Within Groups	73.174	220	0.333			
Total	75.846	224				

Table 5 shows that there is no significant difference in the level of stress among respondents on the basis of age (F=2.008; p>0.05). Therefore, the null hypothesis which states that there is no significant difference in the level of stress among academic staff with respect to age is accepted. This finding confirms that of Dua (1994) and Paulse (2004) but is inconsistent with Akbar and Akhter (2011) who

found significant difference in the level of stress among academic staff based on age. Furthermore, Akbar and Akhter (2011) found that as the age of an academic staff increases, the level of work stress he or she experiences tends to decrease.

H4: There is no significant difference in the level of stress experienced by academic staff with respect to teaching experience

Table 6: ANOVA: Stress by Teaching Experience

Teaching Experience	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	1.207	3	0.402	1.218	0.304	Not Significant
Within Groups	72.989	221	0.330			
Total	74.196	224				

The results in table 6 indicated that significant difference does not exist in the level of stress among respondents based on teaching experience (F=1.218; p>0.05). Therefore, the null hypothesis which states that there is no significant difference in the level of stress experienced by academic staff with respect to teaching experience is accepted. This finding is somewhat inconsistent with previous studies which found significant difference in the level of stress among academic staff on the basis of teaching experience. These previous studies as discussed earlier under review of literature seems to suggest that university teachers with less teaching experience tend to have more work stress than those that have been in the system for a longer time for some reasons (Abouserie, 1996; Akbar & Akter, 2011; Ofoegbu & Nwadiani, 2006; Okebukola & Jegede, 1989; Winefield & Jarret, 2001; Safaria, *et al.,* 2012).

H5: There is no significant difference in the level of stress experienced by academic staff with respect to academic rank

Table 7: ANOVA: Stress by Academic Rank

Academic Rank	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	2.782	6	0.464	1.386	0.221	Not Significant
Within Groups	73.246	219	0.334			
Total	76.027	225				

Table 7 shows that significant difference does not exists in the level of stress among respondents based on academic rank (F=1.386; p>0.05). Therefore, the null hypothesis which states that there is no significant difference in the level of stress experienced by academic staff with respect to academic rank is accepted. This finding is inconsistent with Safaria, *et al.,* (2012) who found that the employment status of academic staff have an effect on the level of stress they experience at work.

5.3 Factors Associated with Stress among Academic Staff

Table 8: Analysis of Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta (β)**	**T**	**Sig.**
(Constant)	0.088	0.018		4.918	0.000*
Academic Workload (AW)	0.217	0.008	0.262	27.798	0.000*
Student-Related Issues (SI)	0.104	0.006	0.143	17.621	0.000*
Research and Career Development (RC)	0.338	0.005	0.513	64.780	0.000*
Interpersonal Relationship (IR)	0.215	0.008	0.246	25.727	0.000*
Administrative-Related Issues (AI)	0.101	0.006	0.140	15.859	0.000*
R = 0.996 statistics = 2.121 R-squared = 0.991 Adjusted R-squared= 0.991 F-Statistics = 4.983E3 Prob. (F-Statistics) = 0.000			Durbin-Watson		

a. Dependent variable: Stress
* Significant at the 0.05 (2-tailed)
Source: Field Survey, 2013

Table 8 presents the regression results for factors associated with stress among respondents. The Adjusted R-squared of 0.991 shows that the explanatory variables explain 99.1% of changes in the dependent variable. The explanatory power remains at 99.1% (Adjusted R-squared). This implies that the variables chosen are strong in explaining stress among respondents. The F-Statistics of 4.983E3 is significant at $p<0.05$ for the model. This entails that there is a statistical significant relationship between the independent variables (i.e. academic workload, student-related issues, research and career development, interpersonal relationship, administrative-related) and the

dependent variable (i.e. stress) as a group. The Dublin-Watson statistics of 2.121 indicates that there is no serial correlation among the variables selected. Furthermore, results in Table 8 show that academic workload (β=0.262, t=27.798, ρ < 0.000), student-related issues (β=0.143, t=17.621, ρ < 0.000), research and career development (β=0.513, t=64.780, ρ < 0.000), interpersonal relationship (β=0.246, t=25.727, ρ < 0.000) and administrative-related issues (β=0.140, t=15.859, ρ <0.000) have significant positive relationship with stress among respondents. This finding which implies that academic staff experience significant level of stress from academic workload, student-related issues, research and career development, interpersonal relationship and administrative-related issues supports previous studies of Akbar and Akter (2011), Archibong *et al.* (2010), Thabo (2006), Winefield and Jarret (2001).

6. Summary of Research Findings, Recommendations and Conclusion

The study identified factors that are associated with stress among academic staff in the University of Benin. Our results clearly show that academic workload, student-related issues, research and career development, interpersonal relationship, administrative-related issues contribute significantly to the level of stress experienced by academic staff. The results also show that academic staff do not differ in their level of stress with respect to

gender, age, teaching experience and academic rank. However, academic staff differ in the level of stress they experienced with respect to marital status. Further, the difference in stress level existed between married and single academic staff only; with single academic staff experiencing more stress than their married counterparts.

Based on the study's findings, it could be concluded that academic staff may continue to experience significant level of stress from the identified sources if appropriate actions are not taken to address this problem. Therefore, we recommend that certain measures should be put in place to mitigate these sources of stress among academic staff the institution and by extension other institutions of learning in the country. In this respect, we would strongly recommend that the university authority should intensify efforts to provide a more conducive, work friendly environment, as well as ensure that all facilities needed by academic staff to carry out their tasks in the most efficient and effective way are adequately provided for. We would also recommend that a well articulated policy should be developed by the university authority towards tackling, as well as addressing all stress-related issues among academic staff. There is also the need for an enabling environment to be created for academic staff so that they could proceed on their annual leave as at when due. Stress management seminars and

programmes should be organized regularly among academic staff. These seminars and programmes should be geared towards continually updating academic staff on the most recent preventive measures and coping strategies that they could adopt to reduce work stress. Further, academic staff should be given more reasonable workload to manage. In addition, government should make more funds available to public universities for research and career development purposes, infrastructural development and human capital development amongst others. Finally, the university authority should consider establishing an Employee Assistance Programme (EAP) to provide professional services and assistance to academic staff suffering stress-related problems.

Indeed, no university exists in isolation. For the university to be relevant, it must integrate itself with the immediate and the wider environment where it is based. There are institutions, organisations and NGOs in the society that could help in dealing with stress in the main campuses in this regard. Universities should interact with them, especially governmental agencies who may be formulating stress-induced policies to look inward, consider the human factors because the wellbeing of university teachers is intricately linked with the wellbeing of the society where they work. In conclusion, there is the need for recommendations made with regard to reducing the level of stress among academic staff in universities and Nigerian universities in particular to be carried out "with consistency, comprehensiveness and effective ways so the goal for reducing stressful workplace situation can be achieved in satisfaction and optimal level" (Safaria *et al.,* 2012:259).

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APPENDIX I

Section A

1. Gender: Male [   ],   Female [   ].
2. Marital Status: Married [   ] Single [   ],   Divorced/Separated [   ], Widowed [   ].
3. Age: 24yrs and below [   ], 25-30yrs [   ], 31-45yrs [   ],46-55yrs [   ], 56yrs and above [   ].
4. Teaching Experience: 5yrs and below [   ], 6-10yrs [   ], 11-15 yrs [   ], 16yrs and above [   ].
5. Academic Rank: Professor [   ], Associate Professor [   ], Senior Lecturer [   ], Lecturer I [   ], Lecturer II [   ], Assistant Lecturer [   ], Graduate Assistant [   ].

Section B

Please indicate the extent to which you find these aspects of your work stressful using the scale below:

No Stress (NS)	Low Stress (LS)	Average stress (AS)	High Stress (HS)	Very High Stress (VHS)
1	2	3	4	5

Please tick or circle as appropriate

S/N	VARIABLES	NS	LS	AS	HS	VHS
	Academic Workload					
6	Work demands					
7	Delivery of lecture					
8	Invigilation of examination					
9	Preparation of examination results					
10	State of lecturers office accommodation/facilities					
11	Setting of examination questions					
	Student-Related Issues					
12	Student population/density					
13	Student project/thesis supervision					
14	Students' classroom behaviour					
	Research and Career Development					
15	Advancement/promotion criteria					
16	Linkage to avenues of professional development					
17	Sourcing of funds for career development					
18	Having the required publication for promotion					
19	Obtaining research/conference incentives					
20	Sourcing for research funds/grants					
21	Access to relevant literature					
22	Publication of finished articles					
23	Linkage to other professionals in my research discipline					
	Interpersonal Relationship					
24	Relationship with colleagues					
25	Relationship with non teaching staff					
26	Relationship with students					
27	Relationship with Head of Department					

28	Relationship with university management					
	Administrative-Related Issues					
29	Leadership behaviour of university executives					
30	Administrative behaviour of Departmental Heads					
31	Participation in institutional administration					