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WORK STRESS MANAGEMENT AMONG STAFF OF NIGERIAN UNIVERSITIES: A CASE STUDY OF NATIONAL OPEN UNIVERSITY OF NIGERIA IN NIGER DELTA STATES

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ABSTRACT

This work investigated the work stress management among University staff. The prevalence of job stress among staffs of universities across the globe is increasing as a result of remarkable economic, infrastructural and organizational changes taking place in recent times. The National Open University of Nigeria, in its quest to strive for academic excellence has made performance expectations higher which the staff must contend with. Three research question and three hypotheses were raised during this research. The 120 subjects were selected from the six study centers of the National Open University of Nigeria in the Niger delta states. The instrument for data collection involved a constructed questionnaire “Staff Stress Management Questionnaire (SSMQ)” whose face and content validities were ensured while a test-re-test reliability coefficient of 0.86 was obtained. The data collected were analyzed using descriptive statistics mean, and standard deviation for the research questions and inferential statistics (t-test) was used in testing the hypothesis. Findings from the study indicated that workload, lack of recognition for good effort, and inadequate opportunities for career development were prominent stressors among the respondents. Based on these findings it was concluded that occupational stress exists among males and female staff of the universities and that there exist significant differences in relation to the level of stress experienced by male and female staff. Significant difference was not observed between the stress coping techniques adopted among male and female staff. More so staff adopted some personal techniques in managing the stress that they experienced. The study therefore recommended among others that stress management interventions should be increased and taking of annual leave enforced.

Keywords: Stressor, Adaptation, Coping, Occupational Stress, University Staff.

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INTRODUCTION

Working in higher education institution has been considered relatively stress-free and highly satisfying (Willie & Stecklein, 1982). Cole (2004), noted that stress is seen as the adverse psychological and physical reactions that occur in individuals as a result of their being unable to cope with the demands being made on them. Anspaugh et al. (2003) share the valid view that stress comes in several forms and affects people of all ages and walks of life, this invariably implies that stress is part of life. Academic staff members in post-secondary institutions now appear to suffer from occupational stress. Recent national surveys in the United Kingdom (Tytherleigh et al., 2005) and Australia (Winefield et al., 2002) have reported on the serious problem of academic work stress with several deleterious consequences including decreased job satisfaction, reduced morale and ill health for academic staff.

These issues are aggravated by restructuring, use of short-term contracts, external scrutiny and accountability, and major reductions in funding. There is evidence that support for academic staff is needed. A Report from the University and College Union (2008) revealed that most universities had failed to meet the standards for psychosocial working conditions set out by the Health and Safety Executive.

There are several causes of stress and the degree of stress in our lives largely hinges on factors such as physical health of individuals, the quality of our interpersonal relationships, the number of commitments and responsibilities we bear, the amount of support we receive from others and the number of chances of traumatic events we go through in our lives. This means that life itself is stress-related depending on individual lifestyle and level of cultural development. The work of University Teachers and workers has largely changed recently. Thorsen (1996) observed that the occupation of academics had lost the characteristics for which it was traditionally considered stress-free and beneficial for work-wellbeing. He determined that the quantity of work rather than its quality had become a source of stress for the members of the academic community. Concerns about academic stress have spanned over the past three decades. However, objectively, stress can be seen as any negative or positive major event that leads to change (Holmes & Rahe, 1967). Thus, stress would appear to provide humans with a plausible explanation for understanding the body's ability to respond to a potentially harmful stimulus and simultaneously restore homeostasis. Also, stress when it cannot be turned off brings about ill-health and diminished activity (Brief & George, 1991).

This study therefore examines the effect of work stress and its management among staff of National Open University of Nigeria (NOUN) in Niger-delta States. According to the current World Health Organization (WHO) definition, Occupational or work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenged their ability to cope (WHO, 2010). Numerous studies have shown that job stress is far and away the major source of stress for adults and that it has escalated progressively over the past few decades. Occupational/Work Stress among academic and general staff of universities from across the globe is quite alarming and increasing. In a related study on stress in New Zealand Universities, Boyd and Wylie (1994) found that half of the academic staff in their candid response indicated that tier work is stressful. The study further revealed that about 80% believed that their workload had increased and become more stressful in recent years.

Maslach and Jackson (1981) had reported that teaching has even become one of the highly stressful occupation and rank only behind air traffic controllers and physicians in stress

intensity. Occupational pressures are believed to be responsible for 30% of workers suffering from back pain, 28% complaining of stress, 20% feeling fatigued and 13% with headaches (NIOSH, 2013). In Nigeria, few studies have shown that contemporary Nigerian Universities have not been immuned from emerging forces of stress in the country.

Nwadiani and Ofoegbu (2006) posited that despite the nation's declaration of the importance of university education in National development and its role in satisfying manpower needs, that there is really no university: private, state or Federal that will genuinely claim to enjoy the basic facilities for teaching, learning and research. They further stated that except students, virtually all necessary facilities and resources are in acute short supply. This of course exposes lecturer and other universities staff to such level of stress that could force them to deviate from normal functioning. This fact is collaborated with Seldin (1991) who found that the levels of stress of lecturers, administrators, as well as support personnel, including Para-professionals, secretaries and custodial staff who contribute to daily operations and success of a higher educational institution have increased in recent years and are likely to get worse. Adeoye (1991) opined in his study that teachers and lecturers may be said to be working in stressful environment both in Nigeria and other Countries. Teachers stress is defined as experience by a teacher of unpleasant emotions, such as tension, frustration, anger and depression resulting from aspects of his work as a teacher (KyriaCou, 2010).

Statement of the problem

Considering the bare fact that academia are not homogeneous group of professionals. The stress sources experienced differs, ranging from poor faculty communication, inadequate salaries, professional disillusionment, workload, tenure, role ambiguity, conflicting job demands, family demands, long working hours, slow progress in career development, job security, inadequate workplace resources and tools, benefits, poor or unsupportive relations with colleagues, to mention a few. Staff of National Open University of Nigeria in Niger-delta states are not left out from the work stress. The question now is: how can they cope with their work and the stress so as not to affect their work and health so negatively.

Aims and Objectives of the Study

The main objective of this study is to critically and empirically examine the influence of stress on National Open University staff and how it affects their jobs. Specifically it is to:

- Identify the various work stress types/sources among male and female workers of National Open University of Nigeria in Niger Delta;
- Examine the extent of stress experienced among male and female staff National Open University of Nigeria in Niger Delta;
- Identify strategies adopted by male and female staff of National Open University of Nigeria in Niger Delta in dealing with stress.

Research Questions

To guide this study, the following questions were raised:

- What are the various work stress types/sources among male and female staff of National Open University of Nigeria?
- What are the levels of stress experienced among male and female workers of National Open University of Nigeria?
- What are the strategies adopted by male and female workers of National Open University of Nigeria in dealing with stress?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance:

- There is no significant difference between the various work stress types/sources among male and female workers of National Open University of Nigeria in Niger-Delta.
- There is no significant difference between the level of stress experienced by male and female workers of National Open University of Nigeria in Niger-Delta.
- There is no significant difference between the stress strategies adopted by male and female workers of National Open university of Nigeria in Niger Delta.

Significance of the Study

A study of this nature will create awareness among the staff of the National Open University of Nigeria on the need to manage workplace stress so that their well-being and work output do not suffer the harmful effects of stress. Findings from the study could also serve as eye-opener for Heads of Departments of the University since copies of the findings and recommendations would be made available to them through the Deans of the faculties. Specifically, the Deans may receive copies each, and would in turn make more copies for circulation among the Heads. Hopefully, this may give them an overview of potential stressors in their environments and how best to help avoid them. Again, the findings may have implications for designing stress interventions such as wellness programmes or Employee Assistance programmes (EAPs) for staff of National Open University of Nigeria.

The researcher believes that this study was very important and would go a long way to notifying all organizations, most especially those in the service sector on the need to ensure the effective management of stress for their employees. The study will also add to existing store of knowledge. Thus, the findings will add to studies that have been done, so that people in other part of the country can also appreciate the problem. It will also provide suggestions on how to reduce the effects of stress on the work force. Again, it will be a source for further research and of relevance to stakeholders.

The result of the study would enable University administrators enhance the quality of work life of members of staff in Nigerian Universities. The study would also provide the baseline information on the stressors of lectures and other members of the academic community that can be used as basis for policies of retention of the staffs in schools and stress management techniques for them. Results from this study will help inform members of the larger community on the methods that could be adopted in dealing with stress both at workplace and in family life. Families will benefit from the study when their affected benefactors are able to strike a proper balance between work life and family. Above all, the current study will contribute to the body of research on occupational stress. It will provide valuable information for future use

THEORETICAL FRAMEWORK

The theoretical framework of this study is anchored and grounded on Han Selye Systemic Stress Theory and Lazarus Psychological Stress Theory which both focused on stimulus response pattern and stimulus appraisal pattern respectively. These theories clearly relate with the pattern of stimulus and its appraisal among workers, hence its adoption for this study. Maduagwu, (1998) defined theory as concept that tries to predict events. He added that theories are prepositions, speculations and suggestions that require proof in order to establish meanings or events. They are interrelated ideas that help to explain ideas. In the course of this research, theories that focus on specific relationship between external demand (Stressors) and bodily processes (Stress) like that of Hans and Lazarus were examined.

Han Selye Systemic Stress Theory: Noone (2017) citing Han Selye (1956) stated that Han Selye was the first investigator to use the term “Stress” to describe the problems associated with homeostasis. Han Selye (1956) noted that stress response of the organism represented a common set of generalized physiological responses that were experienced by all organisms exposed to a variety of environmental challenges like temperature change or exposure to noise. He classified the level of stress into three: Alarm reaction, Resistance and Exhaustion.

Noone (2017) asserted that Han Selye (1956) findings on the effect of stress on rats and other animals by exposing them to harmful stimuli presented similar series of reactions, which was grouped into three stages viz: alarm; resistance and exhaustion. These universal responses to stressors were then described as the GENERAL ADAPTATION SYNDROME or GAS MODEL.

- Alarm is the first stage: When the threat or stressor is identified or realized, adrenalin will be produced in order to bring the fight-flight response. As a result, the body’s physiological system drops below optimal functioning. Noone (2017) added that there is also some activation of the HPA (The hypothalamic-pituitary-adrenal axis) axis, producing cortisol.
- The Resistance stage: Siang and Yip (2018) stated that is where the body has to decide to ‘fight or flight’ and that the body tries to add resources to help it cope through maximum adaption and hopefully, successfully return to equilibrium for the individual. As the body attempts to balance itself, the physiological compensatory systems begin working at the peak capacity to RESIST the challenges the entire system was confronted with. Selye (1965) noted that this eventually raises the body’s resistance to stress; above homeostatic levels where the body tries to adapt to the strains or demands of the environment. So its resources are gradually used up or depleted. Selye (1956) concluded that if the body’s defense mechanism does not work, or fails to cope, it will lead to the third stage which is exhaustion.
- The third and final stage in GAS MODEL is Exhaustion. Okuweh (2009) noted that at this stage, all the body’s resources are eventually depleted and the body is unable to maintain normal function. During this stage, the initial autonomic nervous system symptoms like sweating, raised heartbeat etc. may reappear. Okuweh (2009) added that if this stage is extended, long term damage may result as the capacity of the adrenal gland and the immune system is exhausted and functions is impaired resulting into various

illnesses like ulcers, depression, diabetics trouble with digestive system, cardiovascular issues, alongside with other mental illnesses.

The Hans Selye's theory showing the various stages or set of generalized physiological responses also relates to this present study as it offers the opportunity to clearly see some of the stages of stress, stimulus reaction pattern, common effects and consequences. This theory also is used here to help select variables for this research.

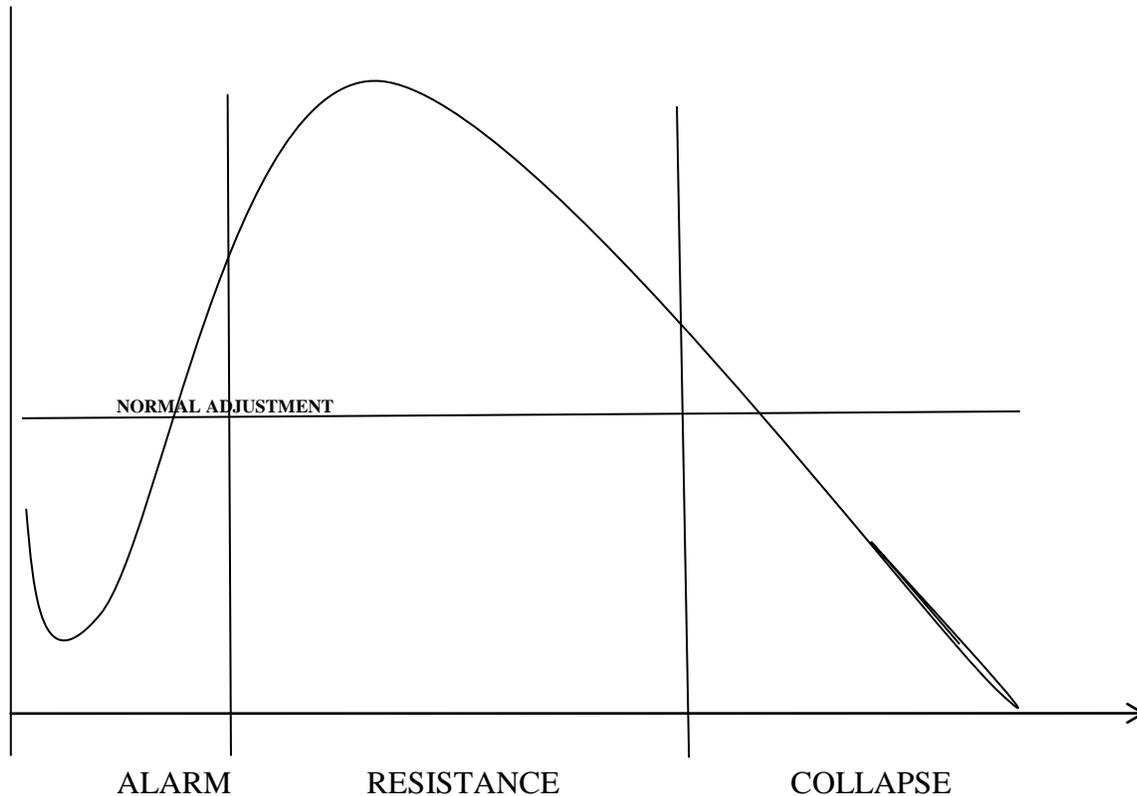


Figure 1: Han Selye Systemic Stress Theory Stages.

The Lazarus Psychological Stress Theory: Two concepts are central to psychological stress theory these are appraisal and coping. Appraisal, is the individual evaluation of the significance of what is happening for their wellbeing while coping is the individual's efforts to manage specific demand. According to Biggs et al. (2017) citing Lazarus and Folkman (1985) noted that psychological stress refers to a relationship with environment that the person appraise as significant for his or her wellbeing and in which the demands exceeds available coping resources. In other words, even when the job satisfaction is there for the workers, if the Job activities are tasking more than the available working resources, they are bound to experience stress. They added that individual differences in quality, intensity and duration of an elicited emotion in environments are objectively equal for different individuals. Meaning that individuals do not experience same level of stress.

Activities that are stressful to one individual or the other may not be stressful to some others. The application of Lazarus's theory to this study was vital because it outlines, the variables of how individual's appraises stress, the extent to which they are affected and strategies of coping with stress. The above stress theories both explains the variable understudy and how they are interrelated, the theories also gives a holistic framework of stress in an institutional environment. Hence they are relevant to this particular study since the study hinges more on staff as individuals and the university as their working and interacting environment, as such were consequently adopted.

Conceptual clarification

Stress

Dictionaries perceived stress as an influence that disrupts mentally and emotionally. Beehr and Franz (1987) opined that there are three types of definitions of stress; the first type is stimulus – based-in this point of view, stress is defined as the stimulus that come from the environment or situation that impinges on the person. The second type of the definition of stress is response-based; it is defined as the individual's physiological or psychological response to the environment or situation. The third type of the definition of stress is the interactional-based definition of stress, often called the stressor-strain approach or as both the stimulus (source of stress or stressor) and the response (outcome or manifestation of stress or strain). This is the more generally accepted definition. This definition relates clearly with the main objectives of this present research work.

Beehr and Newman (2006) came up with a developed model for job stress: now called the Beehr and Newman's General model of stress. It relates to the job, employee health and organizational effectiveness domain. These also relates with the concept of this present work. They posited seven elements or facets within this model namely: Personal facet, environment facet, process facet, human consequences facet, organizational consequences facet, adaptive response facet and time facets.

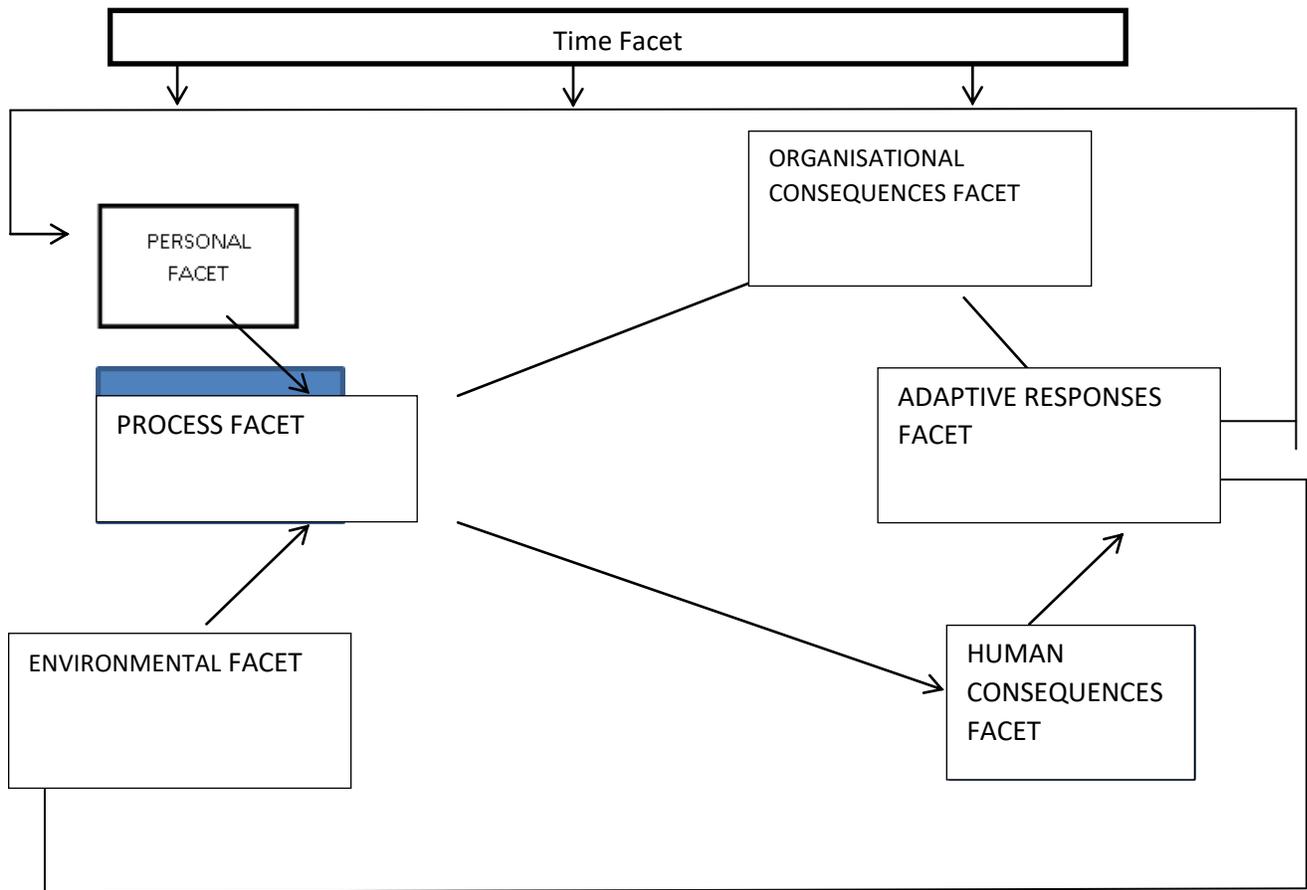


Figure 2: The Beehr and Newman's general Model of Stress.
 Source: Beehr and Newman (2006).

Beehr and Newman (2006) explained that the personal and environmental facets interact through the process facet to produce human and organizational consequences. The Various agents then undertake the task of adaptation to reduce the undesirable effects of stress or increase the beneficial effects of stress. They added that the adaptive response facet in turn affects the personal and environmental facets. The time facet runs through all of the other facets. The environmental facet contains the elements of the employee's work environment that are likely to be involved in Job-related stress. Beehr and Newman (2006) added that some of the elements at job demand, job security and characteristics of the task, the role and the organization. They further stated that the personal facet is the characteristics of the person that are likely to affect exposure and susceptibility to stress, experience of stress, and reaction to stress. Examples of such personal element are age and education.

This Model also revealed that the process facet is the third element and it represents the physical or physiological processes like ego needs; perceptions and evaluation of the situation. Beehr and Newman (2006) model of stress, stated that the human consequences facet is made up of all the positive and negative aspects of the organizational effectiveness that they may be affected positively or negatively by job stress. They listed job performance as one of the example of organizational consequences.

In their final submission, they stressed that the adaptive responses facet represented various approaches to handling stress. During these times concerned agents would attempt to eradicate undesirable effects of stress in a manner that creates long-term health issues for both the

individual and the organization. In their conclusion, the time facet was considered as an element that runs across all other facet and as a variable in development of stress, and that it could have immediate, short-term, middle-term or long-term effects. All depends upon passage of time for example the long term health effects of working in a bureaucratic organization. Since this research work intends to identify sources of stress and the strategies adopted in dealing with stress, then Beehr and Newman (2006) model of stress which clearly outlined the facets of stress under investigation was adopted for this study.

Effects of stress on male and female gender

Soares (2008) opined that women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men. Eller (2000) stressed further that, females are more likely to deal with stress by, tending and befriending- that is nurturing those around them and reaching out to others and that In contrast, men are more likely to sequester themselves or initiate confrontation, behaviour in line with the “fight or flight” response that has long been associated with stress. Boyd and Wylie (1994) found that female lecturers experienced more stress on the job than their male counterparts. In contrast, Aftab and Khatoon (2012) found that male staffs reported more 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. This variable is very apt for this particular research, hence it was adopted.

Work stress Types/Sources

The causes of stress are called the stressors. They are the situation, individual or object that causes a type or state of stress in the individual or an internal state of conflict that will cause stress. Stressors are not necessarily the same for all people, what appears stressful to one is merely a challenge or all-in-a day’s work for someone else. McShane and Glinow (2000) in considering type-sources of occupational stress, mentioned four main types which are highlighted below.

McShane and Glinow (2000) opined that the various types or nature of workplace stress are linked to their sources. They came up with the following types-classification of work stress:

- Job role related type-sources of stress. These are the type of work stress that are primarily related to the role an individual is assigned to, based on that role the following stressors may arise: job security, lack of promotion opportunities, role ambiguity-lack of clarity about responsibilities, expectations, level of responsibility, role conflicts-conflicting job demand, too many roles, multiple supervisors and managers, lack of opportunities for training and career development, irregular and delayed payment of salaries and earned allowances, excessive workloads, changing job roles, lack of time to undertake research, lack of resources to undertake research, including problems in obtaining funding and lack of time/opportunities to develop your teaching/career. McShane and Glinow (2000) posited that role conflict is a situation where people experience competing demands such as having job duties that are incompatible with their personal values or receiving contradictory messages from different people.
- Physical environment related sources of stress. Under this, were listed the following as triggers of stress-: A poorly designed office/Workspace, too much noise in the

environment, poor ventilation and harsh lighting, and poor or irregular power supply, inadequate work space, poor ergonomic-chairs and work station setting, other safety hazards.

- Job task related stressors: namely, inadequate recognition for good work done, inadequate participation in management, teaching/investigating large class, lack of regular performance feedback, task characteristics, student examination and assessment of result, lack of resources to supervise projects and thesis, and insufficient time to respond to students queries
- Interpersonal and organizational related types-sources of stress: these include, discrimination, unreasonable expectations from colleagues, students or Head of department, Harassment (harassment is legally defined as violating a person's dignity or creating a hostile working environment, its illegal when on grounds of sex, race, disability, gender, religion or age), complaints by Students, supervisors (conflicts or lack of support), coworkers (conflicts or lack of support), threat of violence, (threats to personal safety), lack of trust, lack of systems in workplace available to report and deal with unacceptable behavior, perceived isolation/unfair treatment and complaints by other members of staff, poor supervision, office politics and conflicts with co-workers and clients. Circumstances where individuals fail to achieve a reasonable working relationship with their immediate superior or inability to get on well with fellow team members or from other sections as well as customers can all be a source of considerable unhappiness. The organizational stressors also present themselves in many forms, ranging from downsizing, restructuring to privatization, and
- Personality-related types of stress which includes lack of vacation, holiday/annual, sabbatical, study, maternity or paternity leave, easily tempered and poor work-life balance among staffs.

The National Open University of Nigeria is not shaded from such types of work stress as outlined by McShane and Glinow (2000) hence they were adopted as variables for this study.

Symptoms/Consequences of Stress

Cox (1987) outlined some of the symptoms and effects of stress to include:

Behavioral Symptoms: like, Constant and increase anxiety and irritability with people, Tendency to drink/smoke more, Poor concentration, Inability to finish tasks before starting others, Constant fatigue, Tension and conflict with Colleagues, Inability to cope, Feeling of victimization; absenteeism, reduced morale/Commitment, poor judgment and in severe cases deterioration in physical/mental ill-health.

Physical Symptoms: like, Raised Heartbeat/palpitations, Hypertension, Increased Sweating, Headaches, Dizziness, Blurred Vision, Skin Rashes, Lowering of resistance to infection, Insomnia, Lack of appetite, Cramps and muscle spasms

Consequences of Stress

Stress can have wide ranging effects on emotions, mood and behavior: various disorders like depression, anxiety, heart attack, stroke, hypertension, immune system disturbances has been linked to stress. Stress can have effect on the skin like rashes, atopic-dermatitis, gastro-intestinal system (GERD), peptic ulcer, irritable bowel syndrome, etcetera and can contribute to insomnia and degenerative neurological disorders.

Teasdale (2006) added that the spectrum of effects caused by occupational stress includes absenteeism, poor decision making, lack of creativity, accidents, organizational breakdown or even sabotage. The costs of stress to an organization are found in premature deaths of employee, higher rates of accidents, performance inefficiencies, increased turnover and increased disability payment among others (Ivancevich, 2001). Eroke (2013) reported that the American Institute of Stress posted that an estimated one million workers are reported to miss work each day because of stress, costing companies an estimated \$602 per employee per year. The Institute noted that absenteeism accounts for 26% of health-related lost productivity in business. This situation is bound to replicate itself among staff of National Open University of Nigeria because they operate under similar institutional settings.

Eroke (2013) also stated that stressed workers have an elevated risk of mental health problems, ranging from anxiety, substance abuse and most significantly depression. She concluded that the term used to describe the opposite of absenteeism is "*Presenteeism*"-which is the phenomenon of employees coming to work yet not functioning up to their capacities on the job. *Presenteeism* manifests in a lot of ways, including making mistakes, more time spent on tasks, poor quality work, impaired social functioning, burnout, anger, resentment, low morale and other detrimental factors. Hence affecting their level of job performance.

Need for Stress Management in National Open University of Nigeria (NOUN)

All over the world, it appears higher educational institutions face contemporary challenges as a result of economic growth, financial constraints, advancement in science and technology, internationalization and globalization among others. Access, inadequate funding, quality assurance, curriculum relevance and poor conditions of service have been teething issues facing the sector. The staffs of National Open University are not immune from such possible stressors. More so, because of the modern non-stop working life, people tend to neglect finding the reasons for such stress they experience, they rather run straightly to relieving of its symptoms. However it is very important to understand the causes or the problems can repeat again and again. Moreover the work stress of individual should be solved with the help of other people, otherwise team member will spend more time managing own problem and less time for contribution to teamwork.

In an expanding and growing educational institution like the National Open University of Nigeria, with large students and staff population, blended or hybrid learning modules, there is the need for the institution to understand that stress management concerns needs to be given its proper priority within its system. There are several prevailing factors within a typical Nigerian university system, like underfunding, staff strikes, no constant power supply, poor e-learning structures, inadequate or poor infrastructures (as most of the study centers are using rented learning spaces which are sometime way out of town), excessive workload, constant organizational restructuring, poor institutional administration, inadequacy of institutional health

care system management, shortage of manpower, downsizing occasioned by the national bad economy etcetera. The National Open University of Nigeria is affected by these stress inducing factors, hence the need for more institution stress management program.

Of course in order to create successful stress management program the institution must have enough human and capital resources: safety and stress management specialists, special units to handle such issues, efficient health management and social support system, more supervisors, and more funding. Moreover the need of enough strength and workers' wish must be presented - nothing can be corrected or improved by force. Stress Management program should not be targeted only at something connected to the past or present, excellent program can solve a lot of possible future problems or can be specially created for fine future of the university. Hence a robust stress management required in such university setting should have provisions for recognition of employees for good work performance, opportunities for career development, entrenchment of organizational culture that values the individual worker, management actions that are consistent with organizational values. Other leadership strategies that can prevent job stress include: ensuring that workload is aligned with employee capabilities and resources, designing jobs that provide meaning and opportunities for workers to succeed, clearly defining roles and responsibilities, providing opportunities for professional development and participation in decision-making, improving communication concerning the overall health of the institution, providing opportunities for social interaction among workers and establishing schedules that make sense for demands and responsibilities outside of work (work-life balance).

Stress Management Strategies

Stress Management strategies/ programs are those special interventions designed to reduce the impact of stressors in the workplace. These can have an individual focus, aimed at increasing an individual's ability to cope with stressors. Stress Management programs can also have an organizational focus and attempt to remove the stressors in a role. For example, improving communication may reduce uncertainty. Programs with an organizational focus are relatively rare. Uzoechi (2004) analyzed stress management strategies under three categories:

Personal management strategies: These are management techniques directly used by a stressed person in order to cope with the stressful condition; citing Seyle (1956) who suggested the following ways to manage stress to include: Eating right, learn how to relax, strengthen your relationship, invest in your emotional health, listen to music, sleep better, breathe easy (that is take a deep breathe) and exercise (even for 60 seconds)

Non-personal management strategies: In using this strategies, the person being stressed relies on others to support him, the steps include: Counseling; Pastoral counseling, Medication (that is the use of drugs) and social support

Hazardous management strategies: This technique is mostly adopted as a defensive tactics. It Include: Smoking of Marijuana, excessive drinking of alcohol, drinking of coffee, chewing much kola, use of un-prescribed drugs, etcetera.

Conceptual Framework on Stress

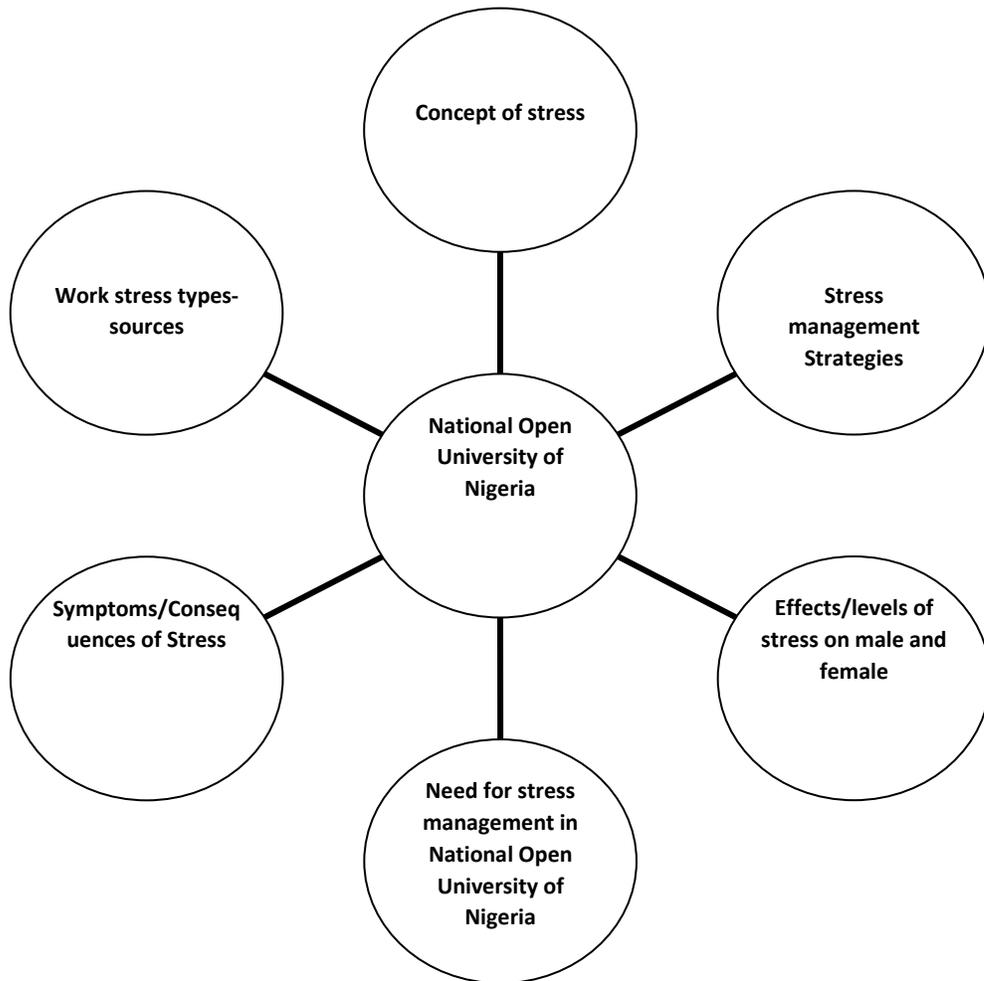


Figure 3: The schema on conceptual framework is of the view that all staff in National Open University should be aware of these concepts of Stress

METHODOLOGY

This research adopted the descriptive and survey design. The research population for this study comprised of all male and female staffs of the six study centers of the National Open University of Nigeria in the Niger delta part of Nigeria. The sample comprised of stratified randomly selected one hundred and twenty (120) staff drawn from the six National Open University-study centers in the Niger Delta states. The instrument used for data collection was developed by the researcher called: “Staff Stress Management Questionnaire (SSMQ)” which was face and content validated by experts. The reliability of the instrument was established for internal consistency of each part using the Cronbach Alpha coefficient, with an overall reliability index of 0.84. The instrument was designed based on a modified Likert 4-points type response pattern. The instrument had two sections, A and B respectively. Section A elicited information on the demographic data of the respondents. There are thirty-eight 38 questions in Section B in three clusters A, B and C.

Clusters “A” of the instrument sought for information on the type-sources of stress in the National Open University of Nigeria. It had five sub-sections i, ii, iii, iv and v. Information on the extent to which staffs are affected by stress of National Open University of Nigeria was provided in Clusters B that had only two questions. Clusters C addressed the stress management strategies adopted in coping with stress in National Open University of Nigeria, in the six Niger delta states study centers.

Items in Clusters A, and C, were patterned based on the modified 4 – point Likert rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), and their scales were: SA=4 points, A=3 points, D=2 points and SD=1 point respectively. The items in Clusters B were rated on a 4-point scale weighted: Very High Extent (4-point), High Extent (3-point), Low extent (2-point) and Very low extent (1-point). All points were added and divided by 4 to get a criterion mean of 2.50. In answering the research questions, the mean scores of each items and clusters means were compared with the real limit of the number. The instrument was administered by the researcher with the help of three research assistants, who were instructed on how to administer the questionnaire to the respondents, if questions arises. Data collected from the respondents were analyzed statistically using the statistical package for social sciences (SPSS) version 23 of a computer programme: mean scores values, frequency percentages and standard deviation were used to respond to all the research questions. The real limit of numbers was used as the guiding rule for the research questions on Cluster A and C with 3.50-4.00 (strongly agree); 2.50 -3.49 (agree); 2.00 - 2.49 (disagree) and 1.00 – 1.99 (strongly disagree), and cluster B with 3.50 - 4.00 (very high extent); 2.50 – 3.49 (high extent); 2.00- 2.49 (low extent and 1.00 -1.99 (very low extent).The acceptance level was 2.5 and above for “Agree” and below 2.5 for “Disagree”. While the null hypotheses were analyzed using the t-test statistical tool at 0.05 level of significance. The acceptance of the hypotheses were determined by the difference between the t-critical value and calculated t-value.

RESULTS

Research Question 1: What are the various work stress types/sources among male and female staff of National Open university of Nigeria in Niger Delta States?

Table 1: Mean scores on the various work stress types/sources among male and female staff of National Open university of Nigeria in Niger Delta

SN	Types-sources of workers stress experienced in NOUN	Male		Female		All		Remark
		Mean	SD	Mean	SD	Mean	SD	
1	(i). Job role related types/sources of stress Job security	2.79	1.17	2.92	1.10	2.83	1.15	Agreed
2	Lack of promotion opportunities	3.10	1.03	3.16	0.89	3.12	0.98	Agreed
3	Lack of opportunities for training and career development	3.49	0.79	3.26	1.00	3.42	0.87	Agreed
4	Irregular payment of salary	2.43	1.02	2.39	0.97	2.42	1.00	Disagreed
5	Excessive workloads	3.34	0.96	3.00	0.99	3.23	0.98	Agreed
6	Changing job roles	3.02	1.04	3.39	1.00	3.14	1.04	Agreed
7	Lack of time to undertake research	3.39	0.89	3.26	0.86	3.35	0.88	Agreed
8	Lack of resources to undertake research, including problems in obtaining funding	3.34	0.93	3.16	1.10	3.28	0.99	Agreed

9	Lack of time/opportunities to develop your teaching/career	2.93	1.20	3.05	1.09	2.97	1.17	Agreed
	(ii). Physical environment related types/sources of stress							
10	A poorly designed office/Workspace	3.27	0.93	3.55	0.76	3.36	0.89	Agreed
11	Too much noise in the environment	3.28	0.92	3.03	0.82	3.20	0.89	Agreed
12	Poor ventilation and lighting	3.38	1.00	2.97	1.13	3.25	1.06	Agreed
	(iii) Job tasks related type/sources of stress							
13	Inadequate recognition	3.26	1.00	3.39	0.95	3.30	0.98	Agreed
14	Inadequate participation in Management	3.33	0.93	3.11	0.92	3.26	0.93	Agreed
15	Teaching/Invigilating large Class	3.01	0.73	3.37	0.67	3.13	0.73	Agreed
16	Lack of regular performance Feedback	3.05	1.05	3.11	1.09	3.07	1.06	Agreed
17	Student examination And assessment of result	2.79	1.04	2.66	1.10	2.75	1.06	Agreed
18	Insufficient time to respond to students queries	2.93	0.98	2.82	1.06	2.89	1.00	Agreed
	(iv) Interpersonal related type/ sources of stress							
19	Discrimination	2.80	1.20	3.16	0.89	2.92	1.12	Agreed
20	Unreasonable expectations from colleagues, students or head of department	1.88	1.18	2.05	0.98	1.93	1.12	Disagreed
21	Harassment	2.74	1.23	2.68	1.19	2.73	1.21	Accept
22	Complaints by students	3.35	0.91	3.45	0.76	3.38	0.86	Agreed
23	Perceived isolation/unfair treatment	3.32	0.93	3.45	0.69	3.36	0.86	Agreed
24	Complaints by other member of staff	3.48	0.91	3.24	1.05	3.40	0.96	Agreed
	(iv) Personality-related type/sources of stress							
25	Lack of holiday/annual leave	3.35	0.97	3.42	0.98	3.38	0.97	Agreed
26	Poor work-life balance	2.99	1.20	2.55	1.18	2.85	1.21	Agreed

The result presented in table 1 showed the responses of the respondents on types-sources of workers stress experienced in the National Open University of Nigeria. The table revealed that most of the respondents on the job related sources of stress agreed that Job security (2.83), lack of promotion opportunities (3.12), lack of opportunities for training and career development (3.42), excessive workloads (3.23), changing job roles (3.14), lack of time to undertake research (3.35), lack of resources to undertake research, including problems in obtaining funding (3.28), and lack of time/opportunities to develop your teaching/career (2.97) constitutes major source of stress. They however disagreed on (item 4) irregular payment of salary with a mean of (2.42). Also, the respondents agreed on the fact that they experience physical environment related types stressors which emanates from the physical environment like poorly designed office/Workspace (3.36), too much noise in the environment (3.20) and poor ventilation and lighting (3.25).

The table also revealed that on all items under the job task related type stressors, all the respondents agreed that they experience those kind of stress in the workplace, with the following mean: inadequate recognition (3.30), inadequate participation in management (3.26), teaching/invigilating large class (3.13), lack of regular performance feedback (3.07), student examination and assessment of result (2.75) and insufficient time to respond to students queries (2.89) respectively.

On the interpersonal related type/sources of stress, the table further revealed that, except on item 20 -Unreasonable expectations from colleagues, students or head of department with a mean of (1.93), all the respondents agreed on all other items as major types-source of stress they experience in the workplace with the following mean; discrimination (2.92), harassment (2.73), complaints by students (3.38), Perceived isolation/unfair treatment (3.36) and complaints by other member of staff (3.40).

Table 1 further indicated that the respondents agreed on items 25 and 26 Lack of Holiday/Annual Leave (3.38) and Poor work-life balance (2.85) as major type-sources of stress they also experience at workplace. Table 1 summarily shows that except for item 4, all the respondents (both male and female) agreed that all other items in the table causes stress on them

Research Question 2: What are the levels of stress experienced among male and female workers of National Open university of Nigeria in Niger Delta States?

Table 2: Mean scores levels of stress among male and female staff

SN	Extent to which you are affected by these types-sources of stress	Male		Female		All		Remark
		Mean	SD	Mean	SD	Mean	SD	
27	To what extent are you affected by stress	3.13	0.27	3.09	0.29	3.11	0.28	High Extent
28	To what extent does the stress experienced affect your job performance?	3.41	0.41	3.36	0.38	3.38	0.39	High Extent

Table 2 revealed that the respondents (both male and female) all agreed to a high extent that they were affected by the workers stress type-sources listed. While the male respondents had a mean score of (3.13), the female respondents had (3.09).

Table 2 also showed that the respondents irrespective of their gender all agreed that the level of stress they experience affects their job performance to a high extent as indicated by their mean score of 3.41 and 3.38 for male and female respondents respectively.

Research Question 3: What are the strategies adopted by male and female workers of National Open University of Nigeria in Niger Delta states in dealing with stress?

Table 3: The stress management strategies adopted

SN	Sources of Stress	Male		Female		All		Remark
		Mean	SD	Mean	SD	Mean	SD	
29	Do you take a break, rest/relax and meditate when under stress	3.35	0.91	3.45	0.76	3.38	0.86	Agreed
30	Are you able to stay at work throughout the working hours when under stress?	3.35	0.97	3.42	0.98	3.38	0.97	Agreed
31	Do you consume alcohol in managing with stress?	2.80	1.20	3.16	0.89	2.92	1.12	Agreed
32	Do you engage in Physical Exercise/Sports	2.79	1.04	2.66	1.10	2.75	1.06	Agreed
33	Do you use drugs when under stress	1.20	0.39	1.11	0.31	1.16	0.36	Disagreed
34	Do you take time off/Sick leave when under stress?	1.06	0.24	1.13	0.34	1.10	0.29	Disagreed
35	Do you consult co-workers or other members of the society for help when under stress?[Go for Counseling]	3.33	0.93	3.11	0.92	3.26	0.93	Agreed
36	Are you aware of any stress management programme/Support designed by the Institution for staff?	1.33	0.47	1.13	0.34	1.23	0.41	Disagreed
37	Does the institution organize workshops or seminars on stress for staff?	1.31	0.47	1.18	0.39	1.25	0.43	Disagreed

38	Do you participate in such programmes?	1.43	0.50	1.39	0.50	1.41	0.50	Disagreed
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Data on table 3 revealed that both male and female respondents agreed with a mean of 3.38 that they do take breaks, rest/relax and meditate when under stress (item 29). The table 3 also showed that both male and female respondents agreed on items 30, 31, 32 and 35 indicating that they are able to stay at work throughout the working hours when under stress (3.38); do consume alcohol in managing with stress (2.92); do engage in physical exercise/sports (2.75) and do consult co-workers or other members of the society for help when under stress (3.26) respectively as a personal strategies for managing stress at workplace.

The table also revealed that all respondents both male and females disagreed on items 33, 34, 36, 37 and 38, indicating that they do not use drugs when under stress (1.16); do not take time off/Sick leave when under stress (1.10); are not aware of any stress management programme/support designed by the Institution for staff (1.23); the institution does not organize workshops or seminars on stress for its staff (1.25) and they do not participate in such programmes (1.41) respectively. All these items had mean scores less than 2.5. From the study conducted, it seems respondents actually relied more on personal strategies in coping with stress and less on stress interventions by the institution.

Test of Hypotheses

H01: There is no significant difference between the various work stress types/sources among male and female workers of National Open University of Nigeria in Niger-Delta.

Table 4: Summary of independent sample t-test on the difference between the various work stress types/sources among male and female workers of National Open University of Nigeria in Niger-Delta

S/N	Various work stress types/sources	Male		Female		All		Df	T-cal	p-value	Decision
		Mean	SD	Mean	SD	Mean	SD				
1	Grand mean =3.076	3.08	0.20	3.07	0.23	3.08	0.22	118	0.378	0.706	Accepted

Table 4 shows the data on the test of hypothesis (H01). It shows a t-calculated of 0.378 at 0.05 alpha that it is less than the t tab. of 0.76, hence the null hypothesis one was retained. The result further shows that there is no significant difference between the mean scores of sources of stress among male and female workers of National Open University of Nigeria in Niger Delta.

H02: There is no significant difference between the levels of stress experienced among male and female workers of National Open university of Nigeria in Niger delta.

Table 5: Summary of independent sample t-test on the significant difference between the levels of stress experienced among male and female workers of National Open university of Nigeria in Niger Delta

S/N	Extent to which you are affected by these types-sources of stress	Male Mean	SD	Female Mean	SD	All Mean	SD	df	t	p-value	Decision
1	Grand mean	6.54	0.68	6.45	0.67	6.49	0.67	118	1.41	0.96	Rejected

Data on Table 5 shows the result of the test of hypothesis H0:2, the t-score obtained at an alpha value of 0.05 and df of 118 is 1.41 (T-calculated). This is higher than the t-(table) value of 0.96, hence the null HO2 for the extent to which male and female staff are affected by stress was rejected. This indicates that a significant difference does exist between the level of stress experienced between male and female workers of National Open university of Nigeria in Niger delta.

H03: There is no significant difference between the stress strategies adopted by male and female workers of National Open university of Nigeria in Niger Delta.

Table 6: Summary of independent sample t-test on the significant difference between the stress strategies adopted by male and female workers of National Open university of Nigeria in Niger Delta

S/N	Stress management strategies Adopted	Male		Female		All		df	t-cal	p-value	Decision
		Mean	SD	Mean	SD	Mean	SD				
1.	Strategies For all items(GRAND MEAN)	21.96	6.64	21.74	6.524	21.82	35.2	119	4.50	2.48	Rejected

Data from table 6 shows the result of the test of hypothesis HO:3. It indicate that the T-calculated for all items at 0.05 alpha value and df of 118 is 4.50 which is greater than the T –table. The implication is that the null hypothesis is rejected, meaning that a significant difference exist between the strategies adopted by male and that adopted by female staffs of National Open University of Nigeria.

DISCUSSION

The various work stress types/sources among male and female staff of National Open university of Nigeria in Niger Delta States

The first and fourth result of the study revealed that the various types-source of workers stress are been experienced by staff (irrespective of gender) of National Open University of Nigeria in the Niger delta and that there is no significant difference between the mean scores of types-sources of stress experienced among male and female workers of National Open University of Nigeria in Niger Delta. This findings agrees with Tytherleigh et al. (2005) report that, major change initiatives; excessive work hours, heavy workloads, poor management, diminishing resources, unfavourable student to staff ratios, pressure to attract external funds, job insecurity, lack of recognition and reward, and role ambiguity, as correlates of occupational stress. This result is also consistent with the findings of Purvanova and Muros (2010) whose finding revealed that male and female employee experience stress equally. Although Desmarais and Alksnis (2005) had suggested that women should show more sign of strain or stress. The result from this research question implies that staffs are affected by the various stressors namely: Job role related types-sources of workers stress such as job security. Intuitively, one would expect feelings of job insecurity to have a strong psychological impact on those affected. This result is in agreement with the findings of Ashford et al. (1989) and Hartley et al. (1991) which stated that a long-term, ominous job insecurity is likely to have severe consequences for an employee's overall life situation in that economic and other highly valued aspects of life will be perceived as threatened. Also, on lack of promotion opportunities, this finding collaborates with what Mosadeghrad (2013) had reported on occupational stress, that lack of promotion among staff stands as one of the major type of stress. The finding that lack of opportunities for career development is another workers stressors in the workplace, completely aligns with Cohen, et al. (1995) as well as Rollinson (2005) earlier findings that in organizational structures where people feel there are few opportunities for growth and personal development, it can give rise to feelings of anxiety. Meanwhile, Ross and Altmaier (1994) had also emphasized that, human resource management practices such as lack of training, promotional opportunities and mid-career development can make people experience some amount of stress.

The findings from this research that irregular payment of salary, under the under the Job role related types-sources of stress does not in any way stand as a source of stress is contrary to what Ofoegbu and Nwadiani (2006) had revealed in their work that delay and irregular payment of salary was a significant factor influencing academic stress in Nigerian universities. On the findings that excessive workload constitute a type-source of workplace stress among workers, it collaborates with what George and Jones (1996) had identified as potential stressor in organizations. This finding also agrees with Salami (2010) observation that workload was one of the greatest stressors that affects job performance. This research also revealed that changing job roles adds to stress among staff of the institution. This finding relates positively with what Thompson and McHugh (1995) had propagated, that where the demands of a role or roles are unclear and norms and standards of social comparison are lacking, people may experience role ambiguity. More so, the finding from this research showed that under the job role related type source of workers stress that lack of time to undertake research constitutes a serious workplace stressor. This finding is in agreement with Rutter (2002) findings which lends credence to this that academic staff are usually racing against time and under pressure while trying to undertake their research work. The further finding that lack of resources to undertake research, is another workplace stressor was found to be similar with Kinman (2010) previous findings that staffs indeed are undergo a lot of stress while trying to source for resources for their research work. Lastly on under the job task related type-sources of stress this research found that lack of time/opportunities to develop staffs teaching/career stands as a source of stress to respondents.

This findings aligns with what Miskovic et al. (2012) found in their in their study, when they stated that the commitment of teachers to engage in practitioner research is not without problems. They concluded that the main barrier to conducting teacher research is lack of time.

Under the various types of stress, the physical environmental stressors like poorly designed office/workspace was found to be a major form of stress workers experience at workplace. This finding supports the works of Greenberg (2005) that a poorly designed office and cramped workspace can make it difficult for people to have privacy or even social interaction. Too much noise in the environment, was also discovered from this research to add to workplace stress. This finding is similar with Hunsaker (2005) that observed that staffs are were affected by much noise within the work place. This research also revealed that poor ventilation and lighting was another type of stressor in the workplace. This finding is in total agreement with McShane and Glinow (2000) findings that emphasized that poor lighting and ventilation can induce stress at the workplace

This research also found under the various type-source of workers stress that job task related stressors like lack of recognition for good effort contributes to stress in the work place. This finding agrees with the studies of Abifarin (1997) and Leung et al. (2000) which revealed that one of the stressors which posed a challenge to university staff was lack of recognition. Still under the job task related stressors, this research found that inadequate participation in management constitute a source of stress in the workplace. This finding is consistent with claims that management style where individuals find it difficult to adapt to a superior's management style whether it is too autocratic or too participative can certainly create stress at the workplace (Erasmus, 2006; Rollinson, 2005). This research also revealed that teaching/invigilating large class was a viable source of stress among staff. This finding collaborates with Ofoegbu and Nwadiani (2006) and Wynne et al. (1991) respective findings that teaching large class was one of the issues that contribute to workplace stress experienced. This present work also showed that lack of regular performance feedback was a contributing factor to the type-source of workplace.

This finding is in agreement with McShane and Glinow (2000) observation that uncertainty about performance expectations and lack of adequate direction can create pressure for the individual. Another finding under the under the job task related stressors was that student examination and assessment of result constitute a type-source of stress. This finding aligns with Erasmus (2006) works who had identified that such faculty workload was a latent stressor in any organization. Lastly, This research found that the issue of not having sufficient time to respond to students queries causes stress among the respondents. This finding clearly aligns with Cole (2004) findings who stated that unfinished tasks and intrusions are a source of stress at the workplace.

This research also found under the various type-source of workers stress that interpersonal stressors like discrimination, harassment, complaints by other members of staffs and students and perceived forms of isolation and unfair treatment existed and posed a as type-source of stress in the workplace. This finding is in agreement with Gyllensten and Palmer (2005) and McShane and Glinow (2000) earlier research when they independently found that occupational stress is also located in work relationship with subordinates, co-workers and customers.

This research also found under the various type-source of workers stress that personality trait stressors like the issue of not finding time to have holiday/annual leave constitutes to the stress types workers experience. This finding aligns with French et al (1985) who had found that such personality trait are sources of stress. This research finding that workers at NOUN finds it

difficulty in striking a balance between work-family-life. This findings agrees with Barkhuizen and Rotham (2008) findings that inability to balance work-life issue is a major source of workers stress.

The levels of stress experienced among male and female workers of National Open university of Nigeria in Niger Delta States

The second and fifth results of this study states that the stress experienced affects staffs of National Open University of Nigeria to a very high extent and that this high level of stress experienced affects their job performance negatively. Also that there is a significant difference between the level of stress experienced between male and female workers of National Open university of Nigeria in Niger delta. This finding is though at variance with Ryland and Greenfeld (2011) and Ofoegbu and Nwadiani (2006) who asserted independently that men and women have almost exactly the same mean in their study and that level of stress was found not to be different among male and female staff, however it is in agreement with Liu and Zhu (2009) findings that female staffs experience less stress than their male counterparts.

The findings that the high level of stress experience affects their job performance negatively is in agreement with Ajayi (2018) who stated that job stress is considered rising and has become a challenge for the employer because high level stress results in low productivity, increased absenteeism and connected to other employee problems like alcoholism, drug abuse, hypertension and host of cardiovascular problems. This finding is also consistent with Olanipekun (2005) who asserted that staff at such institutions experience high level of stress and that such high level of stress have negative effects on their performance.

The strategies adopted by male and female workers of National Open University of Nigeria in Niger Delta states in dealing with stress

The third and sixth result of this study states that personal strategies were mainly adopted in coping with stress and that staff of National Open University of Nigeria rely less on stress interventions by the institution. Also that there is a significant difference between the strategies adopted by male and that adopted by female staffs of National Open University of Nigeria.

This implies that staffs adopted mainly personal strategies in coping with perceived stress at the workplace. They (irrespective of gender) agreed on the following items that they do take breaks, rest/relax and meditate when under stress, that they are able to stay at work throughout the working hours when under stress; do consume alcohol in managing with stress; do engage in physical exercise/sports and do consult co-workers or other members of the society for help when under stress respectively as a personal strategies for managing stress at workplace. This findings is consistent with Cooper et al. (1990) assertion that there was a consistent relationship between work stress and alcohol usage. This results aligns with what Cooper and Quick (1999) had observed that Physical exercise is seen as one of the common ways by which stress could be managed and is a preventive approach to stress management. This finding supports what Spielberger and Sarason (1975) observed that most people are able to cope with stress more effectively if they are part of a network of people who give them support and encouragement.

The result also revealed that both male and female staff disagreed on items like not do not use drugs when under stress; do not take time off/sick leave when under stress and that they are not aware of any stress management programme/support designed by the Institution for staff; the institution does not organize workshops or seminars on stress for its staff and they do not

participate in such programmes respectively. This finding is at variance with what the Chartered Institute of Personnel and Development (2010) had stated that as legal principle, employers should, provide for annual leave and regular rest breaks. Goetsch (1999) and Cole (2004) had opined that if organizational stress were to be holistically managed, that institutions should put in more efforts in establishing staff stress support programmes. Lovato and Green (1990) had suggested the use of incentives, which can include material and social incentives that it can be helpful in encouraging workers to participate in work site health programmes and reward them for doing so. Roberts and Harris (1989) asserted that most institutions involved in such programs stress intervention programs usually feel that the costs invested to run them are more than returned through higher levels of productivity and reduced absenteeism and stress-related illness. This suggests why these interventions are not readily available for staffs.

CONCLUSION

It is clear that occupational stress of various types-sources exists among males and female staff of the universities. It was evident that the stress experienced affects staffs of National Open University of Nigeria to a very high extent and this affects their job performance negatively. It was also evident empirically that there exists a significant difference between the level of stress experienced between male and female workers of National Open university of Nigeria in Niger delta.

It was evident that there was a significant difference in the stress coping techniques adopted among male and female staff, more so that staff adopted some personal techniques in managing the stress that they experienced. The implication is that, they are able to individually manage the various arising stress phenomenon. From the study conducted, it was clear that stress management interventions (SMI) by the institution were inadequate.

Recommendations

It was recommended that: There is the need to improve on the physical work environment, like Office/workplace designed that could help in noise reduction, improved ventilation and lighting. More importantly, University management should publicize the existing stress management interventions and also enforce leave schedules. Staff should be encouraged to take their annual leave since this could be one way by which staff can refresh their bodies.

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APPENDIX A

Staff Stress management Questionnaire (SSMQ)

Introduction

This questionnaire about your experience of occupational stress is anonymous and all information will be treated with confidentiality as it's purely for academic work. Please respond to the closed questions by putting "X" in the appropriate box.(This survey should take 5-10 minutes to complete.

SECTION A

BIOGRAPHICAL DATA

1. Gender : Male Female
2. Marital Status: Married Single Separated
Divorced
3. Years of working experience 1-5 5-10 10-15 15-20
20Above
4. Job Class/Designation: Facilitator/Research/Supervision Administrative Officer
Computing /ICT Staff Store Officer Clerical Officer
Accountant Counselor Drivers Other Staff
5. Your Mode Of Employment: Full Time Part Time Other

SECTION B

Please respond to closed questions by putting "X" in the appropriate box. These response options have been used to show the degree of agreement of disagreement:

SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree

Item	Variables	SA	A	D	SD
	TYPES-SOURCES OF WORKERS STRESS EXPERIENCED IN NOUN				
	(i) Job role related types-sources of stress				
1	Job security				
2	Lack of promotion opportunities				
3	Lack of opportunities for training and career development				
4	Irregular payment of salary				
5	Excessive workloads				
6	Changing job roles				
7	Lack of time to undertake research				
8	Lack of resources to undertake research, including problems in obtaining funding				
9	Lack of time/opportunities to develop your teaching/career				

	(ii) Physical environment related type-sources of stress	SA	A	D	SD
10	A poorly designed office/workspace				
11	Too much noise in the environment				
12	Poor ventilation and lighting				
	(iii) Job Task Related Stressors	SA	A	D	SD
13	Inadequate recognition				
14	Inadequate participation in management				
15	Teaching/invigilating large class				
16	Lack of regular performance feedback				
17	Student examination and assessment of result				
18	Insufficient time to respond to students queries				
	(iv) Interpersonal Related Sources of Stress	SA	A	D	SD
19	Discrimination				
20	Unreasonable expectations from colleagues, students or Head of Department				
21	Harassment (Harassment is legally defined as violating a person's dignity or creating a hostile working environment, its illegal when on grounds of sex, race, disability, gender, religion or age).				
22	Complaints by students				
23	Perceived isolation/unfair treatment				
24	Complaints by other member of staff				
	(v) Personality-related types-sources of stress	SA	A	D	SD
25	Lack of holiday/annual leave				
26	Poor work-life balance				
	B EXTENT TO WHICH AFFECTS STAFF OF NOUN	VHE	HE	LE	VLE
27	To what extent are you affected by stress				
28	To what extent does the stress experienced affect your job performance?				
	C STRESS MANAGEMENT STRATEGIES				
29	Do you take a break, rest/relax and meditate when under stress	SA	A	D	SD
30	Are you able to stay at work throughout the working hours when under stress?				
31	Do you consume alcohol in managing with stress?				
32	Do you engage in physical exercise/sports				
33	Do you use drugs when under stress				
34	Do you take time off/Sick leave when under stress?				
35	Do you consult co-workers or other members of the society for help when under stress?[Go for Counseling]				
36	Are you aware of any stress management programme/Support designed by the Institution for staff?				
37	Does the institution organize workshops of seminars on stress and its management for staff?				
38	Do you participate in such programmes?				