

Facility induced Job Stress and the Job Effectiveness of Federal University lecturers in Cross River and Akwa Ibom States.

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Abstract

This study investigates Facility stress and the job effectiveness of Federal University Lecturers in Cross River and Akwa Ibom states. University lecturers experience job stress at varying levels as a result of stressors such as inadequacy of facilities. There is need to assess if this stressor affect the effectiveness of these lecturers on the job. The study adopted the Cross sectional research design. The stratified random sample technique was employed and a sample size of 584 lecturers was used for the study. The hypothesis was tested at 0.05 significance level. Occupational Stress Scale and Job Effectiveness questionnaires were administered. Data generated were analysed using One Way Analysis of Variance to test the hypothesis. The findings revealed that facilities induced stress has a negative and significant influence on teaching effectiveness but has no influence on publication and community service. The study recommended among other measures that, NUC should put checks in place to ensure that internationally acceptable guidelines on facilities are adhered to and adequate facilities that enhance job effectiveness should be provided by proprietors of universities (Wordcount:156).

Keywords: facility stress, job effectiveness, lecturers.

1.1 Introduction

To buttress the role of tertiary institutions for sustainable achievements in the Millennium Development Goals (MDGs), the World Bank gives priority to programmes and projects that can bring about positive developments and innovations by improving the quality and relevance of tertiary education (World Bank, 2002). Nigerian universities are important for reduction of unemployment, human resource development, research and enterprise. University lecturers are employed to teach, to research, and to contribute to community development. These three terms serve as the indices for measuring their effectiveness and that of their institutions.

Job stress may be inbuilt in the job, that is, it may emanate from the demands of the work, or it may be extrinsically from circumstances found in the organization. Facilities are always an essential requirement for teaching and research and sometimes for even community service. Despite the huge amounts budgeted and expended on tertiary institutions in Nigeria on yearly basis, her educational problems still include to date deficient facilities. It is not uncommon to lose many lecture hours in a semester in search for a venue or have to share a lecture room with other classes as most departments do not have dedicated lecture rooms. The chairs in the lecture theatres are often half broken down, the writing boards almost unusable. Many lecture rooms do not have public address systems neither do they have projectors. Given the large student population the lecturer is forced to shout or not be heard. Laboratory or library facilities are old and grossly inadequate. Office accommodation is often shared by two or

more or sometimes not available. Electric power supply is best described as epileptic. Often at best there is epileptic internet services provided if internet service exist at all. The bid by these institutions to expand scope by introducing new programmes put further pressure on available facilities. These are sources of stress with the potential to adversely affect job effectiveness. It is against this background that this study derives its relevance.

1.2 Research problem

The NUC programme evaluation form (2005:20) states that institutional facilities should be “adequate in size, well equipped with suitable machinery, tools and equipment, safe, well maintained and suitably laid out.” It goes on further to state that there should be adequate chairs and tables to seat all students in the classrooms, lecturers should have well ventilated adequate offices, furnished with basic items of furniture and storage. In the case of the sciences academic staff should have adequate office/ research laboratory space. The environment should be clean and the buildings safe. It is common knowledge that facilities are grossly inadequate in universities. There is need to find out if job stress arising from inadequate facilities may affect job effectiveness in universities.

1.3 Objective and Research question of the study

Specifically, this study looked into the effect of stress from facilities on the job effectiveness of lecturers in universities. To guide the study, the following question was asked in order to bring the work to fruition:

- (i) To what extent does stress from facilities affect the job effectiveness of university lecturers?

1.4 Hypothesis

The following null hypothesis derived from the research question was tested in the study.

H₀₁: Stress arising from facilities does not significantly affect the job effectiveness of university lecturers.

2.0 Literature Review and Theoretical Framework

2.1 The concept, process and nature of stress

Numerous scholars have attempted to define stress from different points of view, as it is a multi-faceted concept. Melgosa (2004) views stress as a combination of physiological and psychological reaction of the body when it is subjected to heavy demands. According to House (1981) in Agunlanna (2007) stress comes as a result of the combination of particular objective conditions of work, personal characteristics and characteristics of social situations. Usoro and Etuk (2015) views occupational stress as a phenomenon that is subjective, multi-faceted and occurs when workers’ physical, emotional and attitudinal attributes are a mismatch to the job demands, constraints and/or opportunities. Usoro, Effiong and Ekpenyong (2015) states that by nature, stress is cumulative, it builds up gradually with telltale symptoms that all is not well. It is universal, inevitable (unavoidable), transferable, and contradictory in presentation in person to person. Levi (1971) and Selye (1976) identified three stages that formed the General Adaptation Syndrome namely the alarm, resistance, and the exhaustion phase.

2.2 Elements of job effectiveness of lecturers

Given the terms of employment of lecturers, a lecturer can be adjudged effective in the discharge of his duties if can: effectively impart knowledge; be proficient in research and contribute to society. Studies in teaching effectiveness show that the teaching methodology

that is organization and presentations of the subject matter, is considered one of the most perceived criteria for teaching effectiveness (Obikoya, 1996; Okpala, 1999). Amalu (2004) among several characteristics identified ability to undertake research and publish papers in professional journals and ability to attend and present papers in professional conferences. Bastick (1995) proposed the Three Ability Framework (3AF) as a measure of effective teaching. The Three Ability Framework consists of ‘technical skills, professional competence and professional attitude’ pp268.

Research, is the crucial criteria used in assessing lecturers for the purpose of career growth. It is defined by Joshua (2012) as “a systematic, organized and control process involving observation(s) and analysis of such observation(s) aimed at discovering the truth” (p.84). Creswell (2008) posits that it a process of steps adopted collecting and analyzing information so as to increase understanding of a topic or issue.

The university lecturer must be socially responsible especially as their raw materials consist of the crème de la crème of the youths and brains of society. In the view of Joshua (2012) socially a university is expected to serve its immediate and adjoining communities in areas such as public enlightenment through public lectures, seminars, debates. Joshua (2012) stated further that in times of national assignments where expert knowledge and skills and high levels of responsibilities and integrity are required, like national elections supervision and monitoring of national examinations etc., university academics are usually relied on to provided such community services.

2.3 Facilities and job effectiveness

It goes without saying that a worker is best positioned to give his best when working conditions are conducive. The discomfort associated with the physical setting of the place of work can be a stressor. Onoh (2009) collaborating this stated that the physical layout as well as working condition can be stressful, giving as examples, crowding and absence of privacy, extreme noise level, extreme temperature, air pollution, inadequate lighting, safety hazards, presence of toxic chemicals or radiation, or exposed location where interruptions are constant. Nelson and Quick (2003) classified physical demands of work into extreme environments (such as very hot or very cold places), strenuous activities (such as steel work) occupation specific physical demands such as, business travel, jet lag and uncomfortable office setting such as noisy and/or partitioned offices. Wood and Wood (1999) reaffirmed facilities as stressor with the statement that temperature, noise, humidity, pollution and amount of work space in the right proportions fall within a person’s comfort zone, the absence of this comfort can lead to stress. Wood and Wood added that being confined to a desk or having to work in fatiguing positions can also create stress.

Often listed among poor working conditions in Nigeria are lack of materials and tools to work with and very hot offices due to non-supply of electricity. These organisational factors produce intense stress in Nigerian workers, lecturers inclusive. Lecture halls, offices, laboratories, equipment, water, electricity, internet facilities etc. are needed for conducive working environment in any university. A dearth of these facilities brings on both students and staff a lot of stress. The ability to cover course content adequately in the Nigerian tertiary institutions is no longer wholly dependent on the knowledge of the subject matter, dexterity in lecture planning and commitment of the lecturer. The ability to cover course content is now seriously threatened by the inadequacy of teaching facilities, be it instructional materials or infrastructures. Oyesola (2000) is of the opinion that well-planned and maintained school premises or educational buildings and infrastructures will aid effective teaching as well as facilitate effective learning. It is not uncommon to find Nigerian lecturers

jostling for lecture room space; neither is it uncommon to find lecturers without office accommodation or allocated office accommodation that is conspicuously not conducive for any intellectual endeavour. Also many libraries and laboratories only pay lip service to their names as the services they provide are hardly of any use for academic pursuits. This scenario therefore encourages stress and hinders the effectiveness of lecturers on the job.

Nwadiani (2000) observed that classroom furniture and other instructional materials are inadequate in most institutions. Moreover, where they are in existence, some of them are not always in good shape due to neglect and this affects negatively the effectiveness of teaching and the learning process in schools. Bassey and Ekpo (2003) in their study of the influence of physical facilities on teacher work performance found that office accommodation, teaching aids and classroom accommodation significantly influence teachers' work performance. Adebayeye (2000) in his study on effective management facilities and its effect on teachers job performance concluded that school infrastructures facilities and equipment that are well kept would aid effective teaching and enhance learning while facilities that are not well kept will deter effective teaching and hinder good teaching practices subsequently deterring students' learning.

Ofuegbu (2001) stated that today, virtually all necessary facilities and resources except students, are in short supply in universities in Nigeria. Studies by Anyaduba (2004), and Okebukola and Jegede (1989) also affirmed this stand. There is no gain saying in the fact that a lecture delivered to a student who is not comfortably seated or has no seat to use cannot be as well assimilated as the one delivered in comfortable lecture halls. So also a lecturer without office accommodation at best will find it difficult to attend to students' counseling needs and administrative tasks. Due to lack of lecture halls many lectures hours are often missed, many lecturers give lectures simultaneously in halls ideally meant for one lecturer at a time. Ofoegbu (2001) in a study focused on motivational factor and the achievement of classroom effectiveness. She observed that dilapidated buildings; ill equipped laboratories, outdated libraries, antiquated workshops and dirty classrooms would not motivate, bring about job satisfaction, aid job performance nor would it attract hard work from teachers. The ultimate effect of inadequacy of facilities is obviously low job effectiveness. This study is an effort to find out whether adequacy of facilities does influence the job effectiveness of lecturers in Cross River and Akwa Ibom states.

2.4 Theoretical framework

Cox, Griffiths and Gonzalez (2000) categorized theories of occupational stress into two namely: interactional theories and transactional theories. Interactional theories are concerned with structural features of the worker's interaction with their work environment. Transactional theories of stress are theories which concentrate on the emotional reactions and perception affiliated to an individual's interaction with their environment. The interactional theories are relevant to this study.

2.4.1 Person Environment (P-E) Fit Theory (French, Caplan & Harrison, 1982).

According to Dewe, O'Driscoll and Cooper in Gatchel and Schultz (2012), this theory emanated from the early the works of Lewin (1935) and Murray (1938). It was a response to the then mechanistic school of thought which attached causes of behavior to the environment, and psychodynamic views that behavior emerge from personality traits. Lewin held that the interaction between persons and the environment is crucial to understanding workers behavioural reactions. This is the foundation for today's P-E fit perspectives.

The fit as a concept has two parts

- i) The extent of 'match', correspondence or congruence between the demands of the workplace and the worker's abilities to meet those demands, known as demands-ability fit, and
- ii) The match, correspondence or congruence between the worker's needs and the resources available at work. This is called the needs-supplies fit.

French, Caplan and Harrison (2012) postulated that occupational stress happen when a worker does not have capabilities, skill or resources required to meet the demands of work. They went further that the greater the misfit the higher the occupational stress and the more the probability that the worker will experience adverse consequences in job performance. This theory links lack of resources to occupational stress which affects worker performance. Despite its limitation of relative salience of perceived fit versus actual level of fit the P-E fit theory has enhanced the understanding of occupational stress and its effects on workers.

3. Research Methodology

3.1 The Cross Sectional survey research design was adopted in this study. This descriptive survey design, as stated by Asika (2004), observes what is happening to sample subjects or variables without anyway manipulating or controlling them. Population of this study consists of the lecturers of the two federal governments owned universities in Akwa Ibom and Cross River States.

The choice of both tertiary institutions was based on the criteria of being fully functional, accredited and recognized by the regulatory body - National Universities Commission (NUC). A total of one thousand and two (1,002) lecturers were on the payroll as employees of University of Calabar, while University of Uyo's population of academic staff was one thousand one hundred and sixty six lecturers (1,166). The total population of lecturers for the two institutions was two thousand one hundred and sixty eight (2,168) lecturers.

In other to obtain a sample that properly represents the population; a stratified random sampling technique was used to select the lecturers involved. Faculties of each institution were regarded as the strata. University of Uyo had twelve faculties while University of Calabar had ten faculties. Given that the population under study is finite, the Taro-Yamane formula was used in determining the sample size. The sample size for University of Calabar is two hundred and eighty six lecturers while University of Uyo's sample size used for the study is two hundred and ninety eight lecturers. The total sample for the study was five hundred and eighty four lecturers.

3.2 Research instrument

The research instrument employed in this study was Occupation Stress Scale (OSS) and Job Effectiveness Questionnaires (JEQ). These structured questionnaires were constructed by the researcher.

Occupation Stress Scale

The Occupation Stress and Job Effectiveness Scale were divided into three sections A to C. Section A, elicited for demographic information, Section B was designed to assess stress intensity experienced by lecturers in tertiary institutions from facilities. Each item had four options: Very Stressful, Stressful, Mildly stressful and Not Stressful. Section C was a four point Likert scale designed to measure the job effectiveness of lecturers. Each index for

job effectiveness had six items and each item had four options: Always, Often, Sometimes and Never.

Reliability test was carried out using the split-half reliability method, using Pearson Product Moment Correlation analytical procedure. Correlation coefficients (r_{xy}) ranging from 0.58 to 0.71 were generated. Using the Spearman Brown prophecy formula, these coefficients were converted to estimates of reliability (r_{tt}). The reliability coefficient of the variables of the study ranged from 0.70 to 0.94. These values are therefore good enough for research work in social and behavioural sciences.

4.1 Test of hypothesis

One-way analysis of variance (ANOVA) was used in analysing hypothesis. ANOVA according to Dewberry (2004) is used when there are two or more groups of respondents, a random sample, a continuous dependent variable and parametric data. The hypothesis was tested at 0.05 level of significance.

H₀: Stress arising from facilities does not significantly affect the job effectiveness of university lecturers.

H_A: Stress arising from facilities does not significantly affect the job effectiveness of university lecturers.

The dependent variable in this hypothesis is job effectiveness categorized into publication, community service, teaching effectiveness while the independent variable is stress arising from facilities. The effect of stress arising from facilities on job effectiveness in terms of publication, community service and teaching effectiveness was calculated using the one Way Analysis Of Variance. The analysis result is shown in Table 4.13 preceding. Examination of Table 4.13 shows that stress emanating from facilities does not significantly influence job effectiveness in terms of publication ($F=2.34, P>.05$) and community service ($F=2.73, P>.05$). The null hypothesis was retained and the alternate hypothesis rejected because the calculated F-ratios of 2.34 and 2.73 were found to be smaller than the critical F-ratio of 3.14 given .05 alpha level. This result indicate that lecturers perceived facilities related stress as having no effect on the job effectiveness in terms of publication and community service.

Further observation of Table 4.13 shows that there is a significant influence of facility related stress on job effectiveness in terms of teaching effectiveness ($F=4.00, P<.05$). The null hypothesis for this one case was rejected and the alternate retained because the calculated F ratio of 4.00 was found to be greater than the critical F ratio of 3.14 at .05 alpha level.

Table 4.13: Descriptive statistics and one way ANOVA of influence of stress arising from facilities on job effectiveness in terms publication, community service and teaching effectiveness

| Job effectiveness | Stress arising from facilities | N | Mean | Std. Deviation |
|------------------------|--------------------------------|-----|-------|----------------|
| Publication | Low | 107 | 16.46 | 2.20 |
| | Average | 185 | 17.37 | 2.26 |
| | High | 267 | 17.60 | 2.26 |
| | Total | 559 | 17.14 | 2.24 |
| Community service | Low | 107 | 15.21 | 2.38 |
| | Average | 185 | 16.23 | 3.29 |
| | High | 267 | 16.69 | 2.19 |
| | Total | 559 | 16.04 | 2.62 |
| Teaching effectiveness | Low | 107 | 16.28 | 2.16 |
| | Average | 185 | 16.75 | 2.13 |
| | High | 267 | 17.77 | 2.02 |
| | Total | 559 | 16.93 | 2.10 |

| Academic output | staff | Source Variation | of Sum Squares | of Df | Mean Square | F | Sig. |
|------------------------|-------|------------------|----------------|-------|-------------|------|------|
| Publication | | Between Groups | 86.95 | 2 | 43.48 | | .132 |
| | | Within Groups | 10346.84 | 556 | 18.61 | 2.34 | |
| | | Total | 10433.79 | 558 | | | |
| Community service | | Between Groups | 97.87 | 2 | 48.94 | | .220 |
| | | Within Groups | 9975.87 | 556 | 17.94 | 2.73 | |
| | | Total | 10073.74 | 558 | | | |
| Teaching effectiveness | | Between Groups | 134.85 | 2 | 67.43 | | .257 |
| | | Within Groups | 9372.73 | 556 | 16.86 | 4.00 | |
| | | Total | | | | | |

*Significant at .05 level (critical $F_{2,556}=3.14$)

Source: Researcher's computation, 2012.

As the F ratio is significant a post hoc analysis using the Fishers Least Significant Difference (LSD) multiple comparison test was carried out. The analysis result is shown in Table 4.14.

The result displayed in Table 4.14 shows that with reference to the influence of stress arising from facilities on job effectiveness in terms of teaching effectiveness, lecturers who perceived stress arising from facilities as high had significant higher mean score for teaching effectiveness than those who perceived it as low ($t=-6.14$) and average ($t=-5.11$). Similarly those who perceived influence of workload on publication as average had a not

significant higher mean score than those who perceived it as low ($t=-1.80$). This result means that lecturers who perceived stress arising from facilities as high faced difficulty in teaching than those who perceived it as average or low.

4.2 Discussion of findings

The hypothesis stated that stress from facilities does not significantly affect the job effectiveness of lecturers. Job effectiveness is categorized into publication, community service and teaching effectiveness. The results of the analysis of this hypothesis shows that stress arising from facilities do not significantly affect the job effectiveness of lecturers in terms of publication and community service, but do significantly influence teaching effectiveness. This result agreed with the findings of some scholars such as Adeboye (2000), Bassey and Ekpo (2003), Nwadiani (2000), Onuoh (2009) and Wood and Wood (1999). The findings of these scholars found that physical facilities such as office accommodation, teaching aids and lecture rooms significantly influence lecturers' performance. Oyesola (2000) further buttressed that well planned and maintained school premises will just not only aid effectiveness of the teaching process but also facilitates learning. The reasons for the negative influence of facilities on the teaching effectiveness of lecturers are not farfetched. Studies by Anyaduba (2006), Nwadianni (2000) and Okebukola (2002) proclaim a dearth of virtually all necessary facilities in universities in Nigeria while the pressure from candidates to increase intake mounts higher on a yearly basis.

Apart from the inconveniencies occasioned by inadequacies of facilities Ofuegbu (2001) stated that these inadequacies of facilities will act as a demotivator to lecturers and the ultimate result will be low job effectiveness. The ability to impart knowledge to students is influenced by the learning environment. Therefore the teacher competencies and teaching competencies are hindered by inadequate facilities. Many research works cannot be carried out because equipment and materials required for them are not readily available. When all these adverse effects are put together the overall result will be low job effectiveness. It is interesting to note that publication and community service are not perceived to be significantly influenced by stress from facilities. This can be explained by the fact that publication and community service are considered to be personal needs of lecturers, one for career growth and the other social satisfaction. Therefore, lecturers endeavor to provide the facilities they require for both publication and community service themselves.

5. Conclusion and Recommendations

The following conclusions were reached from the research findings: The adequacy of facilities is fundamental to job effectiveness in terms of capability to teach but not relevant for community service and publication.

Given the result of this study these recommendations were made:

- 1.** University proprietors should provide adequate facilities such as offices, lecture halls, equipment, materials for students and staff alike. Provision of facilities will ensure that lecturers have the tools and technology to work at their true potential. This will yield huge dividends in terms of reduced stress related costs (health costs, loss of staff) and enhanced job effectiveness.
- 2.** Management of these institutions should make deliberate efforts to inculcate maintenance culture in the staff and students of the institutions.
- 3.** Lecturers should learn to monitor their stress symptoms. Effective self-monitoring will aid the imitation of combative behaviours at the early stage of the stress cycle.

4. Counseling and periodic mandatory medical checkup should be provided. Health talks and relevant on the spot checkups will help in reducing stress.
5. NUC should ensure that internationally acceptable facility availability is adhered to.
6. Management of universities should device a method of obtaining regular feedback from their workers regarding the work situation so as to be able to resolve problems before they become acute.
7. Universities should initiate and encourage vigorously alumni funded projects such as equipment's, buildings etc.

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