

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Occupational Stress and Socio-Demographic Characteristics on Animal Science Lecturers' Job Effectiveness in Tertiary Institutions of Rivers State, Nigeria

Dr. Godfrey Adokiye Kalio

Associate Professor, Department of Agricultural Science, Ndele Campus
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

Adanma Ali-uchechukwu

Ph.D. Student, Department of Agricultural Science, Ndele Campus
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

Abstract:

The study was a descriptive survey conducted to investigate the influence of occupational stress and socio-demographic characteristics on Animal Science lecturers' job effectiveness in tertiary Institutions of Rivers State. Thirty-one (31) lecturers were purposively selected from all the tertiary Institutions in Rivers State. Structured questionnaire was used for data collection. Data were analyzed using frequencies, percentages and mean statistics. Results show that the possible causes of occupational stress among lecturers are: university work and family commitments, multiple role demand and performance pressure, academic workload, research and publication requirements, strikes and school interruption, delay and irregular payment of salary, none implementation of promotion benefits and lack of instructional facilities. Considering the relationships between stress and socio-demographic characteristics, both genders encountered psychological, emotional and physical stress. Single and married academics did not show any clear-cut distinctions on the influence of stress on them. Younger academics carry more academic workload as opposed to their senior counterparts. The stress they encounter is associated with their area of academic discipline. Consequently, stress related factors that affect their job effectiveness are: too much workload, inadequate facilities, poor interpersonal relationships, poor work environment and incentives/motivation. The recommendations posited are: the recruitment of more academic staff to cope with the required lecturer to student ratio as prescribed by the National Universities Commission (NUC), stepping down of very strict/stiff promotion criteria for the lecturers to reduce heightened anxiety, provision of conducive teaching and learning environment and modern infrastructures, prompt and regular payment of salaries and adopting various stress coping strategies, such as, planning ahead to do particular jobs, maintaining good healthy habits, eating good food, relaxation and avoiding unnecessary psychological and emotional depressions.

Keywords: Occupational stress, socio-demographic characteristics, Animal Science lecturers, job effectiveness, tertiary institution, coping strategies

1. Introduction

1.1. Background of the Study

Occupational stress is a condition arising from the interaction of people and their jobs characterized by changes within people that force them to deviate from normal functioning (Baraza *et al.*, 2016). According to D'Archy (2007), stress is the body's way of rising to a challenge and preparing to meet tough situations with focus, strength, stamina and heightened alertness. The Health and Safety Executive (HSE, 2008) defines stress as the adverse reaction an individual portray as a result of excessive pressure or other types of demand placed upon him or her. They explained that stress affects humans in different ways and at different times and that it is often the result of a combination of factors in one's personal and working lives. They further revealed that the condition of stress is not a weakness but if unnoticed it can lead to a decrease in performance, poor health and long-term absence from work. Thus, stress that is associated with one's job is referred to as job or occupational stress (Fauzia Naheed and Muhammad, 2016). The understanding about stress in relation to one's occupation is the harmful physical and emotional responses that occur when the demands of one's job exceed the capabilities, needs or resources of the worker. Job stress is a condition in which job-related factors interact with the workers to change his or her physiological condition such that he or she deviate from normal functioning (Ofoegbu and Nwadiani, 2006).

In recent times, stress has become a major concern that has seriously affected academic staff in tertiary institutions all over the world for which the Animal Science lecturer may not be an exception. In an academic setting such as in most tertiary institutions in Nigeria, stress originates from the work environment and the influence of these kinds of

stressors on lecturers can be of serious concern as it is likely to have significant personal implications through lecturers' dissatisfaction, lowered motivation and high emotional and physical health challenges (Gunbayi, 2014).

The rate at which tertiary institutions are established in Nigeria is not only by the Federal and State Government but also by private and religious bodies and this is an indication that education is accepted as an essential thrust for individual and national development. This however has led each tertiary institution into setting new targets in an effort to preserve its existence by having competent staff capable of producing the much-needed professional manpower required. In a bid for each tertiary institution to achieve this academic goal, the academic staff is bound to be stressed especially if the personnel in these fields are expected to not just keep up with the academic goals of the institution but they are to significantly contribute to the wealth of knowledge in providing solution to problems facing the society.

Today, it has been observed that the work life of lecturers in public universities especially in Nigeria is not an easy one (Archibong, *et al.*, 2010). Indeed, Animal Science lecturers in their various Faculties of Agriculture in Universities, Departments, Colleges and Polytechnics in Nigerian grapple daily with overcrowded classrooms, outdated laboratory facilities for research activities and teaching, poor working condition amongst others. The popular slogan in Nigerian universities '*publish or perish syndrome*' is a stressor. The intense pressure piled on lecturers (especially the younger ones) to publish high quality research in reputable journals to be promoted within the institution in the shortest possible time is a reality. Administratively, the lecturers work as counselors, examination officers, postgraduate coordinators, departmental heads, directors, deans and many other positions of responsibilities. Thus, the lecturers work under increasing pressure to meet targets set by the university.

1.2. Statement of Problem

In Nigeria, stress among Animal Science lecturers in tertiary institutions may be reviewed as one of the factors that have disrupted the smooth operation of academic activities and their job effectiveness. Nigeria as a developing country is evidently full of life threatening, harmful and unbearable situations, which are stressful to people's existence and well-being. These include economic recession and instability, driving on very poorly maintained roads and highways, religious intolerance, intense environmental hazards and insecurity. The Animal Scientists' as citizens of the country experience all these phenomena along the professional and personal concerns related to their jobs.

The entire Nigeria universities are not exonerated from the emerging forces of stress in the country. Despite the nation's declaration of the importance of university education in national technological developments and the role it plays in satisfying manpower needs, there seems to be growing evidence that there are really no private state or federal universities that will genuinely claim to enjoy the basic facilities and resources to reduce undue pressure on lecturers.

1.3. Objectives of the Study

The objectives of this study are to investigate the occupational stress and socio-demographic characteristics of Animal Science lecturers on their job effectiveness in tertiary Institutions of Rivers State. Specifically, this study seeks to investigate:

- The sources of stress among Animal Science lecturers' in tertiary Institutions of Rivers State
- The level of occupational stress among Animal Science lecturers' in tertiary institutions of Rivers State
- The influence of occupational stress on the job effectiveness of Animal Science lecturers' in tertiary Institutions of Rivers State
- The influence of socio-demographic characteristics on the job effectiveness of Animal Science lecturers' in tertiary Institutions of Rivers State
- The coping strategies for overcoming occupational stress to ensure job effectiveness among Animal Science lecturers' in tertiary Institutions of Rivers State.

1.4. Research Questions

- What are the sources of stress among Animal Science lecturers' in tertiary institutions of Rivers State?
- What is the level of occupational stress among Animal Science lecturers' in tertiary institutions of Rivers State?
- How does occupational stress influence the job effectiveness of Animal Science lecturers' in tertiary institutions of Rivers State?
- How do demographic characteristics influence the job effectiveness of Animal Science lecturers' in tertiary institutions of Rivers State?
- What are the coping strategies for overcoming occupational stress to ensure job effectiveness among Animal Science lecturers' in tertiary institutions of Rivers State?

1.5. Significance of the Study

Animal Science lecturers in tertiary institutions play a vital role in human development and they are facing many types of stresses in their workplace. This study undertook steps to explore the level of stress among Animal Science lecturers. It further drew the attention of the lecturers and the University authorities to the factors responsible for the causes of stress experienced in their work settings and have proffered coping strategies to enhance their performance towards effective service delivery in their institutions.

This study is of relevance to the management of tertiary institutions. It has outlined the sources of occupational stress to the Animal Science lecturers as well as x-rayed some socio-demographic characteristics that would affect their

job effectiveness. The findings of this study would enable them to enact policies to support the lecturers in their effort to manage the stress they experience in order to increase their efficiency for corporate productivity.

2. Methodology

2.1. Research Design

The design of the study is a descriptive survey. This design was used in the study where the researcher does not have control of the variables and as such could not manipulate them because they had already occurred before the desire to conduct the research became evident (Isangedighi, *et al.*, 2004).

The choice of this design was based on the fact that the factors or variables under investigation (sources of occupational stress and socio-demographic characteristics) had taken place before the researchers' interest to conduct this research came to light. As a result, the variables in the study cannot be manipulated or controlled by the researcher.

2.2. Research Area

The research was conducted in all the tertiary institutions among lecturers in the various Colleges and Polytechnics, Departments of Agriculture or Animal Science in the Faculties of Agriculture in Rivers State. The tertiary institutions from which data was generated among the Animal Science lecturers include University of Port Harcourt (UP), Rivers State University (RSU), Federal College of Education Technical (FCT), Omoku, Captain Elechi Amadi Polytechnic, Rumuola and Ignatius Ajuru University of Education (IAUE), Port Harcourt.

2.3. Population and Sampling Technique

The population of the study comprised of thirty-six (36) Animal Science lecturers purposively selected from all the tertiary institutions: University of Port Harcourt (UP), Rivers State University (RSU), Federal College of Education Technical (FCT), Omoku, Captain Elechi Amadi Polytechnic, Rumuola and Ignatius Ajuru University of Education (IAUE), Port Harcourt in Rivers State.

2.4. Description of Research Instrument

A self-constructed questionnaire titled Animal Science Lecturers' Stress Assessment and job effectiveness Questionnaire (ASLJEQ) was used to elicit information from the respondents. The instrument comprised of two sections: Sections A and B. Section A was designed to ascertain the personal data of the Animal Science lecturers. Section B comprised of 39 question items on, the perceived sources of occupational stress on the lecturers, their socio-demographic characteristics, their job effectiveness and coping strategies as respondents of the study. The lecturers were required to indicate by a tick, the degree to which these factors induce stress in them using a 4-point likert scale. They were requested to 'Strongly Agree', 'Agree', 'Disagree' or 'Strongly Disagree' with the items. The responses were scored based on the following scales: Strongly Agree – 4, Agree – 3, Disagree – 2 and Strongly Disagree – 1.

2.5. Validity of the Instrument

The face validity of the instrument was carried out by an expert in test and measurement who ensured that items used, measured what they are supposed to measure. Corrections were made and ambiguous items were discarded before using the questionnaire for the study.

2.6. Procedure for Data Collection

The researcher visited the different institutions and was assisted by one research assistant (preferably a graduate assistant) from each of the universities sampled. Copies of the questionnaires were handed over to the research assistance that helped to administer them in their various institutions. The questionnaires were retrieved from the respondents by these persons. A percentage retrieval of 86.11% (31) was achieved. The responses reported by the respondents (Animal Science lecturers) were further substantiated through personal interviews to gather concrete reasons for their responses.

2.7. Procedure for Data Analysis

Data were analyzed using frequencies, percentages and mean statistics with the mean established at 2.5 (i.e. the 4 i.e. $4 + 3 + 2 + 1 = 10$ divided by 4). Any item having the mean of 2.5 and above was considered as an "Agreed response" while the ones with the mean less than 2.5 was considered as a "Disagreed response" respectively, for the responses to the question items on Sections B.

3. Results and Discussion

3.1. General Information on the Animal Science Lecturers

Table 1 shows the general information of the Animal Science lecturers in the tertiary institutions expressed in percentages. The results revealed that higher proportions (48.4%) of lecturers had PhD degree. About 32.3% and 16.1% of them had MSc and BSc/B.Agric degrees, respectively, while 3.2% of them had an HND degree. None of the respondents had a PGD (Post graduate Diploma) degree. Similarly, reports on the table reveal a higher proportion (29.0%) of Lecturer II, followed by Professors (16.1%) and Associate Professors, Senior Lecturers and Lecturers I (12.9%) respectively. Assistant Lecturers are 9.7%, while Graduate Assistance and Technologists are 3.2% respectively. The results also revealed that a

higher proportion (35.5%) of the lecturers had spent 11 - 15 years in lecturing, while the least (6.5%) are those that had spent 21- 25 years. Out of this majority (67.7%) of the lecturers were males, while 32.3% were females. Similarly, a greater proportion (97.43%) of the lecturers were married, while 2.6% were single, with majority of them (54.8%) fallen within the age brackets of 42 - 47 years and the least (3.2%) fallen below 35 years of age.

3.2. Perceived Sources of Stress among Animal Science Lecturers

Table 2 presents the responses of the Animal Science lecturers as regards the sources of stress encountered. The results revealed that all the lecturers agreed that events, situations or activities that resulted to stress were: Home-work interface (university work and family commitments), multiple role demand and performance pressure (teaching and multiple departmental and University appointments and commitments), Academic workload (High student population, project supervision, Examination invigilation, marking of scripts, etc.), research and publication requirements as criteria for promotions, strikes and school interruption, delay and irregular payment of salary to staff and implementation of promotion benefits and lack of instructional facilities. The findings of this study are in agreement with those of Olatunji and Akinlabi (2012) who identified some sources of stress among university lecturers as, "Lots of work load", multiple university demands, inadequate lecture halls, keeping pace with institutional demands and role expectations, etc. Similarly, Archibong, Basse and Effiom (2010) explained that the crave for career development in terms of progress in academic position, salary increase and benefits revolving around their research output are key sources of stress among university lecturers. In addition, Ofoegbu and Nwadiani (2006) also explained that, stressful indicators such as the imbalance between individual expectations and those of the university that results in delayed career development, deficiency of social support and poor work environments may also likely be the sources of stress among university lecturers.

3.4. Stress and Socio-Demographic Characteristics of Animal Science Lecturers

Table 3 presents the responses of the Animal Science lecturers as regards stress and their socio-demographic characteristics in tertiary institutions of Rivers State.

3.4.1. Stress and Gender of Animal Science Lecturers

According to the results (Table 3), male lecturers agreed that they encountered more psychological and emotional stress than their female counterparts, while their female counterparts also agreed that, they encountered more psychological and emotional stress than their male counterparts. This study reveals that both males and females undergo psychological and emotional stress. Similarly, both male and female academics agreed that, they experience physical stress. This implies that individuals may experience the same level of stress irrespective of their gender. The findings of this study are in contrast with the results of the studies of Mondal, *et al.* (2011), who found significant relationship between stress and gender, but in agreement with the findings of Ofoegbu and Nwadiani (2006), who failed to establish any relationship among male and females in the way they encountered psychological and emotional stress. They, however, found no significant difference in the level of stress experienced by both male and female lecturers.

3.4.2. Stress and Marital Status of Animal Science Lecturers

The results of the study in Table 3, revealed that, single academics and married academics did not show any clear-cut distinctions on the influence stress has on their marital status. Both single and married academics agreed that they experience job-related stress irrespective of their marital status. The findings of this study are in agreement with the results of Ofoegbu and Nwadiani (2006), who found no significant difference in the level of stress between married and single academics in public universities in Nigeria. However, the female couples agreed that, the multiple role demands of their families in addition to their academic workload and other university responsibilities makes them experience more stress as opposed to their male counterparts who disagreed. The findings of this study is in agreement with the findings of Van Zyl and Pietersen (1999), who posited that married female academics are more likely to report more stress due to the fact that they have to perform the dual roles of being both professional career women as well as those of supportive house wives concurrently.

3.4.3. Stress and Age of Animal Science Lecturers

The relationship between stress and age of Animal Science lecturers is presented in Table 3. The respondents agreed that less family responsibility as younger academics makes them experience less stress. They also agreed that more academic workload delegated to them by their seniors as younger staff makes them experience more stress, while the more family responsibility as older academics makes them experience more stress. They further agreed that the thought of reaching their 'academic menopause' (the peak of their career) makes them reduce their work load as older academics. The findings of this study are in agreement with the studies of Paulse (2004), who revealed that younger academics experience more stress than their older counterparts. Furthermore, Ofoegbu and Nwadiani (2006) in justifying why younger academics might experience more stress than their older counterparts, stated that although the younger ones often enter into the academic environment with high hopes, expectations and dreams, their expectations are suddenly dashed when faced with the realities of the job, thereby resulting in a significant level of stress. The finding of this study was consistent with Akbar and Akter (2011) who found that as the age of an academic staff increases, he or she tend to experience less stress. In support of the findings of this study, Dua (1994) also posited that older academics would likely experience less stress as compared to their younger ones due to the fact that they might consider themselves to have

reached the peak of their career and this belief might tempt them to believe that there is very little or nothing left to achieve in the system. Similarly, the finding of this study was consistent with Akbar and Akter (2011) who found that as the age of an academic staff increases, they tend to experience less stress.

3.4.4. Stress and Academic Designation or Rank of Animal Science Lecturers

The relationship between stress and academic designation or rank of Animal Science lecturers is presented in Table 3. The respondents disagreed that their rank as senior academics (Senior lecturer, Associate Professor and Professor) makes them experience more stress. However, they agreed that their ranks as senior academics (Senior lecturer, Associate Professor and Professor) make them experience less stress. On the contrary, Animal Science lecturers belonging to other lower academic ranks (Graduate Assistance, Assistant lecturer, Lecturer 2 and lecturer 1) agreed that belonging to this cadre makes them experience more stress as opposed to experiencing less stress. The findings of this study are in consonance with the reports of Safaria *et al.* (2012), who explained that academic rank has been found to be a major factor that mediates the experience of stress in university academics. Therefore, Dua (1994) found that individuals employed at higher ranks (Senior lecturer, Associate Professor and Professor) are likely to be less susceptible to the experience of stress than those employed at lower job ranks (Graduate Assistance, Assistant lecturer, Lecturer 2 and lecturer 1). According to these authors, several reasons could account for less stress among individuals with higher job ranks than those with lower job ranks. This is due to fact that individuals with higher job ranks have better pay packages, allowances and the possibility of delegating tedious tasks to subordinates and this may justify why they might experience less stress as compared with employees with lower job ranks. Safaria *et al.* (2012) opined that employees who feel poorly remunerated (which may be due to their job rank in the organization) were likely to be more prone to work stress. Turning to the university environment, academics with higher academic ranks are more likely to experience less job pressure, as well as work-related stress than those with lower academic ranks. The reason being that academics with higher rank may leverage on the power their position conferred on them by delegating responsibilities (i.e. course advising, invigilating of examinations, marking of examination scripts and undergraduate project supervisions) they perceived to be tedious to junior colleagues. In support of this, Kirkcaldy and Furnham (1999) found that as employees' transit towards higher job ranks; they tend to resort to delegating responsibilities among their subordinates in order to cope with work-related stress.

3.4.5. Stress and Teaching Experience of Animal Science Lecturers

The relationship between stress and teaching experience of Animal Science lecturers is presented in Table 3. The respondents agreed that their long years of teaching experience enables them to adopt methods of tackling workload to reduce stress, but disagreed that their limited years of teaching experience limit me to adopt methods of tackling workload to reduce stress. The findings of this study are in agreement with the findings of Akbar and Akter (2011), who reported that academic staff with less teaching experience would report more stress than those with more teaching experience. This is because lecturers with more teaching experience might have adapted to the system over time which might explain why they tend to experience less stress as compared to the younger ones who are relatively new in the system (Ofoegbu and Nwadiani, 2006). This finding is however, contrary to the study by Hanif (2004), who observed that academics with more teaching experience would report more stress than those with less teaching experience.

3.4.6. Stress and Area of Academic Discipline of Animal Science Lecturers

The relationship between stress and academic discipline of Animal Science lecturers is presented in Table 3. The respondents agreed that, the stress they encounter in their workplace is associated with their area of academic discipline, but disagreed that this may be peculiar to stress encountered by those in other disciplines. This is because of the multiple administrative roles and/or responsibilities (departmental, academic associations and university wide committees) the Animal Science lecturers are engaged apart from teaching and research, which has led to work overload and time constraint. The findings of this study are in support with those of Winefield (2003) that, professors experience levels of stress that are unequalled with other occupational groups. This is because, University professors for which those in the Animal Science discipline are no exception tend to experience higher than normal levels of stress (Korotkov, *et al.*, 2008). In recent times, increasing numbers of academic positions are now untenured, workloads have increased and academics are under increasing pressure to 'publish or perish' (Winefield, 2003). Similarly, research conducted in the UK, USA, New Zealand, and Australia has identified several key factors commonly associated with stress among academic as compared to those in other occupations. These include, work overload, time constraint, lack of promotion opportunities, inadequate recognition, inadequate salary, changing job role, inadequate management or participation in management, inadequate resources and funding and student interaction (Gillespie, 2003).

3.5. Stress Related Factors on Job Effectiveness among Animal Science Lecturers

Table 4 presents the responses of the Animal Science lecturers as regards stress related factors on their job effectiveness. The results revealed that all the lecturers agreed that too much workload, inadequate facilities, Poor interpersonal relationships, their work environment and poor work incentives/motivation affected their job effectiveness. The results of this study are similar to those of Yusoff (2013), in their studies on job stress, performance and emotional intelligence among academic staff by sampling 65 faculty members from two universities in Pakistan. They reported that a negative relationship exists between job stress and performance. Similarly, Ahsan, *et al* (2009), in their study identified the following determinants of job stress such as management role, relationship with others, work load pressure, homework

interface, role ambiguity and performance pressure. Their study suggested that there is significant negative relationship between job stress and job effectiveness or performance among university lecturers in Nigeria. Similarly, Ubangari and Bako (2014) reported that the issue about the Nigerian university lecturers' workload is not new and that combination of infrastructural and inadequate manpower has over the years led to low performance or job effectiveness and productivity in Nigeria universities.

3.6. Strategies of Coping with Stress among Animal Science Lecturers

Table 5 presents the responses of the Animal Science lecturers as regards their strategies for coping with stress. The results revealed that all the lecturers agreed that as part of strategies to cope with stress, they set regular times for exercise and relaxation, they rest and maintain the minimum sleep hours, they plan ahead to do particular jobs to reduce work pressure, they maintain healthy habits (avoid smoking, excessive alcohol, illicit drugs, etc), they eat good food and avoid unnecessary psychological and emotional depressions. Therefore, due to the level of education and enlightenment and understanding the detrimental effects stress can pose on the lives of academics, they seem to align with the suggested strategies advocated by Australian Psychological Society (2012) such as identifying early signs (getting headaches or feeling irritable, etc.), identifying triggers and trying to calm oneself, establishing routines (making private times for exercise, planning ahead of time, regular meal time and relaxation), avoiding the use of alcohol, tobacco or other drugs to cope with stress, listening to music, etc.

4. Conclusion and Recommendations

Stress has become a major concern that has seriously affected academic staff in tertiary institutions all over the world for which the Animal Science lecturer may not be an exception. The results of the study revealed that, the events, situations or activities that resulted to stress amongst Animal Science lecturers are: Home-work interface (University work and Family commitments), multiple role demand and performance pressure (teaching and multiple departmental and University appointments and commitments), Academic workload (High student population, project supervision, Examination invigilation, marking of scripts, etc.), research and publication requirements as criteria for promotions, strikes and school interruption, delay and irregular payment of salary to staff and implementation of promotion benefits and lack of instructional facilities.

Considering the relationships between stress and socio-demographic characteristics, Animal Science lecturers revealed that, the both gender (males and females) encountered psychological, emotional stress and physical stress. On marital status, single and married academics in the Animal Science discipline did not show any clear-cut distinctions on the influence of stress on them. As regards age, the younger academics, agreed that more academic workload delegated to them by their senior colleagues makes them experience more stress. On the other hand, the more family responsibility on the older academics makes them experience more stress. However, older colleagues reported that, the thought of reaching their 'academic menopause' (the peak of their career) makes them reduce their work load. Animal Science lecturers at the senior ranks experience less stress as opposed to those of the junior ranks. The long years of teaching experience by the Animal Science lecturers enables them to adopt methods of tackling workload to reduce stress. The Animal Science lecturers agreed that, the stress they encounter in their workplace is associated with their area of academic discipline, due to their multiple administrative roles and/or responsibilities as opposed to their primary role of teaching and research. Consequently, the stress related factors that affect the job effectiveness of Animal Science lecturers are, too much workload, inadequate facilities, poor interpersonal relationships, their work environment and poor work incentives/motivation. Therefore, some of strategies they adopted for coping with stress are, the setting of regular times for exercise and relaxation, ability to rest and maintain minimum sleep hours, trying to plan ahead to do particular jobs to reduce work pressure, maintaining good healthy habits, eating good food and avoiding unnecessary psychological and emotional depressions.

Consequently, for Animal Science lecturers to overcome occupational stress to enhance their job effectiveness in their work place the following recommendations are proffered:

- The Government or university authorities should recruit more academic staff in the field to cope with the required lecturer to student ratio as prescribed by the National Universities Commission (NUC) to reduce workload that may result to stress and subsequently lead to reduced job effectiveness.
- The university authorities should step down very strict/stiff promotion criteria for the lecturers, so as to reduce the heightened anxiety of lecturers wanting to meet up with such criteria by all means.
- The Government or university authorities should provide a conducive teaching and learning environment as well as modern infrastructural facilities to reduce the pressure of improvisation by the lecturers that can lead to stress.
- The Government or university authorities should ensure the regular payment of lecturer's salaries to cope with their house hold demands. This will help to reduce unnecessary pressure on them, thereby reducing stress.
- Lecturers should adhere strictly as well as adopt the various stress coping strategies, such as, planning ahead to do particular jobs to reduce work pressure, maintaining good healthy habits (avoid smoking, excessive alcohol, use of illicit drugs, etc), eating good food, relaxation and avoiding unnecessary psychological and emotional depressions. This will go a long in reducing various stress conditions.

Question item	Response	No. of Respondents	Percentage
Highest Qualification	PhD	15	48.4
	MSc	10	32.3
	BSc/B.Agric	5	16.1
	PGDE	0	0.0
	HND	1	3.2
	Total	31	100
Rank/Current position	Professor	5	16.1
	Associate Professor	4	12.9
	Senior Lecturer	4	12.9
	Lecturer 1	4	12.9
	Lecturer 11	9	29.0
	Assistant Lecturer	3	9.7
	Graduate Assistant	1	3.2
	Technologist	1	3.2
Total	31	100	
Years of Service/ Experience	1 - 5 years	7	22.6
	6 - 10 years	5	16.1
	11 - 15 years	11	35.5
	16 - 20 years	6	19.4
	21 - 25 years	2	6.5
	Total	31	100
Sex	Male	21	67.7
	Female	10	32.3
	Total	31	100
Marital status	Single	1	3.2
	Married	30	96.8
	Others	0	0.0
	Total	31	100
Age	Below 35 years	1	3.2
	36 - 41 years	5	16.1
	42 - 47 years	17	54.8
	48 years and above	8	25.8
	Total	31	100

Table 1: General Information of Animal Science Lecturers in Tertiary Institutions of Rivers State Fieldreport, 2019

S/NO	Sources of stress	4	3	2	1	ΣF	N	X	Decision
1	Home-work interface (University work and Family commitments)	64	39	2	1	106	31	3.42	Agree
2	Multiple role demand and performance pressure (Teaching and multiple Departmental and University appointments and commitments)	64	39	2	2	107	31	3.45	Agree
3	Academic workload (High student population, project supervision, Examination invigilation, marking of scripts, etc.)	84	18	6	1	109	31	3.52	Agree
4	Research and publication requirements as criteria for promotions.	44	45	10	0	99	31	3.19	Agree
5	Strike and school interruption.	52	30	9	5	96	31	3.10	Agree
6	Delay and irregular payment of salary to staff and implementation of promotion benefits.	52	48	4	0	104	31	3.35	Agree
7	Lack of instructional facilities	76	21	9	2	108	31	3.48	Agree

Table 2: Perceived Sources of Stress among Animal Science Lecturers in Tertiary Institutions of Rivers State
1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; A = Agree; D = Disagree

Socio-Demographic Characteristics	Question Item	4	3	2	1	ΣF	N	X	Decision
Gender	Male academics encounter more psychological and emotional stress than their female counterparts	32	21	28	2	83	31	2.68	Agree
	Females academics encounter more psychological and emotional stress than their male counterparts	32	45	12	2	91	31	2.94	Agree
	Male academics experience more physical stress than their female counterparts	36	30	14	2	82	31	2.66	Agree
	Female academics experience more physical stress than their male counterparts	28	36	14	5	83	31	2.68	Agree
Marital status	Single academics experience more stress than their married counterparts	28	30	18	5	81	31	2.61	Agree
	Married academics experience more stress than their single counterparts	68	24	10	1	103	31	3.32	Agree
	The multiple role demands of my family in addition to my academic workload and other university responsibilities as a female couple makes me experience more stress	44	42	10	1	97	31	3.13	Agree
	The multiple role demands of my family in addition to my academic workload and other university responsibilities as a male couple makes me experience more stress	24	18	32	3	77	31	2.48	Disagree
	The multiple role demands of my family in addition to my academic workload and other university responsibilities as a divorcee/widow/widower makes me experience more stress	72	30	4	1	107	31	3.45	Agree
Age	Less family responsibility as a younger academics makes me experience less stress	48	39	8	2	97	31	3.13	Agree
	More academic workload delegated to me by my seniors as a younger staff makes me experience more stress	56	42	4	1	103	31	3.32	Agree
	More family responsibility as an older academics makes me experience more stress	48	45	6	0	99	31	3.19	Agree

Socio-Demographic Characteristics	Question Item	4	3	2	1	ΣF	N	X	Decision
	The thought of reaching my 'academic menopause' makes me reduce my work load as an older academics	44	30	16	2	92	31	2.97	Agree
Academic designation (Rank)	My rank as senior academics (Senior lecturer, Associate Professor and Professor) makes me experience more stress.	16	18	32	5	71	31	2.29	Disagree
	My rank as senior academics (Senior lecturer, Associate Professor and Professor) makes me experience less stress.	28	27	26	2	83	31	2.68	Agree
	My belonging to other academic ranks (Graduate Assistance, Assistant lecturer, Lecturer 2 and lecturer 1) makes me experience more stress.	64	30	8	1	103	31	3.32	Agree
	My belonging to other academic ranks (Graduate Assistance, Assistant lecturer, Lecturer 2 and lecturer 1) makes me experience less stress.	12	15	32	7	66	31	2.13	Disagree
Teaching experience	My long years of teaching experience enables me to adopt methods of tackling workload to reduce stress	64	36	4	1	105	31	3.39	Agree
	My limited years of teaching experience limit me to adopt methods of tackling workload to reduce stress.	16	12	30	8	66	31	2.13	Disagree
Area of academic discipline	The stress I encounter in my workplace is associated with my area of academic discipline	36	54	6	1	97	31	3.13	Agree
	The stress I encounter in my workplace is peculiar to those in other occupations.	16	15	36	4	71	31	2.29	Disagree

Table 3: Stress and Socio-Demographic Characteristics of Animal Science Lecturers in Tertiary Institutions of Rivers State

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; A = Agree; D = Disagree

Stress Related Factors	4	3	2	1	ΣF	N	X	Decision
Too much workload affects my job effectiveness	72	30	12	1	107	31	3.45	Agree
Inadequate facilities affect my job effectiveness	68	27	10	0	105	31	3.39	Agree
Poor interpersonal relationships affect my job effectiveness	52	42	8	0	102	31	3.29	Agree
My work environment affects my job effectiveness	64	30	8	1	103	31	3.32	Agree
Poor work incentives/motivation affects my job effectiveness	40	48	10	0	98	31	3.16	Agree

Table 4: Stress Related Factors on Job Effectiveness among Animal Science Lecturers in Tertiary Institutions of Rivers State

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; A = Agree; D = Disagree

Coping Strategies	4	3	2	1	ΣF	N	X	Decision
I set regular times for exercise and relaxation	20	60	0	3	86	31	2.77	Agree
I rest and maintain the minimum sleep hours	28	45	12	3	88	31	2.84	Agree
I plan ahead to do particular jobs to reduce work pressure	28	48	14	1	91	31	2.94	Agree
I maintain healthy habits (avoid smoking, excessive alcohol, illicit drugs, etc)	60	36	8	0	104	31	3.35	Agree
I eat good food	32	60	2	2	96	31	3.10	Agree
I avoid unnecessary psychological and emotional depression.	64	27	12	0	103	31	3.32	Agree

Table 5: Strategies of Coping with Stress among Animal Science Lecturers in Tertiary Institutions of Rivers State
1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; A = Agree; D = Disagree

5. References

- i. Ahsan, N., Abdullahi, Z., Yong Gunfle, D and Alam, S.S (2009). A Study of Job Stress on Jobs Satisfaction Among University staff in Malaysia: Empirical Study. *European Journal of Social Science*. 8(1), 21- 28.
- ii. Akbar, A. and Akhter, W. (2011). Faculty stress at higher education: A study on the business schools of Pakistan. *World Academy of Science*. 73,1089-1093.
- iii. Archibong, I. A, Bassey, A. O. and Effiom, D. O. (2010). Occupational Stress Sources Among University Academic Staff. *European Journal of Educational Studies*. 2(3), 217 – 225.
- iv. Australian Psychological Society (2012). Understanding and managing stress. [https://www.headsup.org.au/docs/default-source/resources/stresstipsheet\(aps\).pdf?sfvrsn=2](https://www.headsup.org.au/docs/default-source/resources/stresstipsheet(aps).pdf?sfvrsn=2)
- v. Baraza, O.T., Simatwa, E.M.W and Gogo, J.O. (2016). Levels of Stress among Secondary School Teachers and its Implication on Students' Academic Performance in Kenya: A Case Study of Kakamega North Sub County. *Greener Journal of Educational Research*, 6(2), 52 – 66.
- vi. D'Arcy, L. (2007). Stress. Retrieved August 10, 2018 From: www.kidshealth.org
- vii. Dua, J. K. (1994). Job stressors and their effects on physical health, emotional health and job satisfaction in a university. *Journal of Educational Administration*, 32(1), 59-78.
- viii. Fauzia Naheed, M. A. D. and Muhammad, I. Y. (2016). Investigating Relationship between occupational stress and personal strain among university teachers in Rawalpindi and Islamabad. *Science International (Lahore)*, 28(5), 109-112.
- ix. Gillespie, N., Walsh, M., Winefield, AH., Dua, J and Stough, C. (2001). Occupational stress in universities: Staff perceptions of the causes, consequences, and moderators of stress. *Work and Stress*, 15(1), 53-72.
- x. Hanif, R. (2004). *Teachers stress, job performance and self-efficacy of women school teachers* (Unpublished Ph. D dissertation). National Institute of Psychology, Quaid-i. Azam University, Islamabad.
- xi. Health and Safety Executive (2008). Working together to reduce stress at work: A guide for Employees. Retrieved August 10, 2018 from: www.hse.gov.uk/pubns/indg424.pdf
- xii. Kirkcaldy, B., and Furnham, A. (1999). Stress coping styles among German managers. *Journal of Workplace Learning*. 11(1), 22-26.
- xiii. Korotkov, D, Fraser, I, Houlihan, M, Fenwick, K, McDonald, K., and Fish, T (2008). The Balancing Act: The impact of University Professors' Juggling Research, Teaching and Service, Conference paper. Retrieved on 2nd September, 2019 from: <http://w3.stu.ca/stu/site/ltd/resources/Job%20SatisfactionAABSS.pdf>
- xiv. Isangedighi, A. J., Joshua, M. T., Asim, A. E. and Ekuri, E. E. (2004). *Fundamentals of Research and Statistics in Education and Social Sciences*. University of Calabar Press, Calabar, Nigeria.
- xv. Mondal, J., Shrestha, S., and Bhaila, A. (2011). School teachers: Job stress and job satisfaction. *International Journal of Occupational Safety and Health*. 1, 27-33.
- xvi. Ofoegbu, F. and Nwandiani, M. (2006). Level of perceived stress among lecturers in Nigerian Universities. *Journal of instructional Psychology*, 33 (1), 66-74.
- xvii. Olatunji, B.F and Akinlabi, F.B. (2012). Gender Influence of the Stress Experience of University Lecturers. *European Journal of Business and Social Science*. 1(4), 56-62.
- xviii. Paulse, J. (2005). Sources of occupational stress for teachers, with specific reference to the inclusive education model in the Western Cape (Unpublished Master's thesis). University of the Western Cape.
- xix. Safaria, T., Othman, A., and Wahab, M.N.A. (2012). Gender, academic rank, employment status, university type and job stress among university academic staff: A comparison between Malaysia and Indonesia context. *International Journal of Humanities and Social Science*, 1(18), 250-261.
- xx. Ubangari, A.A and Bako, R. (2014). Relationship of Stress among University Lecturers in Nigeria. . *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. 19(1), 98-104.

- xxi. Winefield, A. H. (2003). Stress in University Academics. In Dollard, Winefield and Winefield (Eds) *Occupational Stress in Service Professionals* (237-260). New York: Taylor & Francis.
- xxii. Van Zyl, E., and Pietersen, C. (1999). An investigation into work stress experienced by a group of secondary school teachers. *South African Journal of Education*. 19 (1), 1-15.
- xxiii. Yusoff, R.B, Khan, A. and Azam, K. (2013). Job Stress, Performance and Emotional Intelligent in Academia. *Journal of Basic Applied Science Research*. 3 (6) 1-8.