

Organisational Climate Stress and Job Effectiveness of Lecturers in Nigerian Federal Universities: A study of Akwa Ibom and Cross River states.

Usoro, Abosede A¹., Effiong, Charles², Ekpenyong, Okon E¹.

¹*Department of Business Management, University of Calabar, Cross River state, Nigeria*

²*Department of Accounting University of Calabar, Cross River state, Nigeria*

Abstract: *This study aims to assess the influence of organisational climate on the job effectiveness of federal university lecturers in Cross River and Akwa Ibom states. The study sample, consisting of 584 lecturers was administered questionnaire. The Job Stress Scale was used to assess the organisational climate stress level and the Job Effectiveness Questionnaire was used to assess the influence of organisational stress on job effectiveness. The findings showed that stress from organisational climate had no significant influence on teaching effectiveness but had significant influence on publication proficiency and community service. It was recommended among other things that management should provide a cordial organisational climate and orientation/ induction should be made mandatory for newly recruited lecturers.*

Key words: *organisational climate stress, job effectiveness.*

I. Introduction

Nigerian universities today are, important in four ways. They are employers of workers, human capacity builders, research centres, and sources of business. Therefore the three major terms of employment for every university lecturer are: to teach, to research, and to carryout community development. Job effectiveness for a university lecturer is therefore measured in terms of the ability to impart knowledge, the ability to publish, and the ability to transform society (Usoro, 2014). Stress has been identified as counterproductive for workers' job effectiveness and ought therefore to be kept at the barest minimum. Therefore in pursuance of conducive atmosphere that are devoid of ineffectiveness, inefficiency, lack of commitment, low morale, indiscipline and unproductivity, management of universities must find ways of managing stress.

Job stress is a phrase used as the name for continuous stress connected to the workplace. Stress may be intrinsic to the job, that is, it may be triggered by the responsibility that goes with the work, or it may be by circumstances that are found in the organisational culture or inter-personal conflicts. For workers everywhere, universities inclusive, the work environment has grown more stressful, individualism is eroding the buffer against stress provided by teamwork, organisational values are no longer constant and known to all, communication is often considered a threat and not friendly and efficient and the control latitude of workers over job related decision making is thinning. This scenario has the potentials to cause stress from the organisational climate. The lacuna this paper is to cover is to determine if stress from organisational climate impact on the job effectiveness of federal university lecturers in Cross River and Akwa Ibom states, in Nigeria.

II. Research problem

The common face-off between Academic Staff Union of Universities (ASUU) and the government of Nigeria or the management of individual universities, plus poor human resource practices has brought in uncertainties making the work climate non-conducive for the lecturer thereby breeding stress. The students are also known to sometimes be at loggerheads with themselves or lecturers or management. Turbulent organisational climate will predispose lecturers to high levels of occupational stress which may affect their job effectiveness. Generally, the believe is that there is a high intensity of occupational stress among lecturers in Nigerian tertiary institutions. Studies such as Ekennia (2000) in Agulanna (2007) and Anyaduba (2004), focused on level, causes and management of stress. There is however hardly any empirical evidence to show the effect of occupational stress on job effectiveness of lecturers in Nigerian tertiary institutions. This study is an effort to find out the possible relationship between occupational stress and job effectiveness of federal university lecturers in Cross River and Akwa Ibom States.

III. Objective of the study and Research question.

The objective of this study was to assess how the primary factors that instigate stress from organisational climate affect job effectiveness of university lecturers in Cross River and Akwa Ibom states. To guide this study, the following question was asked in order to bring the work to fruition:

To what extent does organisational climate have influence on the job effectiveness of university lecturers?

3. Related literature on Job Stress

Jamal (1999) elucidates that job stress refers to work related psychological stress, as well as an individual's ability to handle a particular situation or work environment. This is in agreement with Chen's (2008) view that job stress though an individual's experience has to do with the job and the organisation. Usoro (2014) 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.

According to Nelson and Quick (2003) two broad types of stress exists; namely eustress (good stress) and distress (bad stress). Eustress is stress at moderate or low level that drives worker to increase performance. Workers experiencing high stress level are in distress resulting in decrease in quality of work life (Millward, 2005). For optimal worker's performance a balance must be struck. Agulanna (2007) posits that stress by nature, is a cause and effect, reinforcing and reciprocal phenomenon that can replicate itself. The intensity of stress differs from person to person. Hockenbury and Hockenbury (1997) opined that stress is additive in that, individually daily hassles, may not be that important, however, after a day full of these little hassles the effects accumulate. Usoro (2014) adds that stress can be infectious.

IV. Related literature on Academic Job Effectiveness

Lecturers are employed to teach, research and do community service, a lecturer is therefore job effective when he can: effectively impart knowledge; be proficient in research and contribute to society. Amalu (2004) viewed a lecturer's professional role performance effectiveness as:

- a. Knowledge of the subject matter of courses taught and readiness to improve his knowledge even when nothing is contributed by the authority in the form of organizing refresher seminars and workshops.
- b. Ability to cover course content adequately.
- c. Counselling and advising students on both academic and non-academic issues.
- d. Ability to undertake research and publish papers in professional journals.
- e. Ability to attend and present papers in professional conferences.
- f. Ability to give proper support in maintaining an atmosphere conducive for learning.
- g. Ability to compile and collate students' scores, results and submit them within the stipulated time.

Research is the second term of employment for lecturers but the major criteria for their career growth hence the popular dictum "Publish or perish". Joshua (2012) explained that research is a scientific undertaking aimed at understanding of objects and events in the world. Shuttleworth (2008) broadly defined research thus "In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge". Research is in three forms namely basic research, applied research and developmental research. The third job function of faculty is community service. Community service may take the form of individual efforts or it might be team work by a department, faculty or the university. It could be reaching out to meet the needs of individuals in the society, a community or a national assignment. Usually it involves some form of personal cost to the lecturer. The current trend in developing countries in which community service is inbuilt into university curriculum is yet to be adopted in developing countries.

V. Theoretical framework and Hypothesis

The theoretical framework for this work is the Job-person fit theory of Maslach and Leiter (1997). This model places emphasis on the organisation and the ability of the worker to fit into the organisation.

Job-person fit theory

Maslach and Leiter (1997) used the concept of the job – person fit model in broader perspectives to explain the extreme form of job stress namely burnout. Person here has to do with how emotions, motivations, job expectations and values match the job, while the job most generally encompasses organisational environment.

Maslach and Leiter (1997) identified six mismatches briefly described thus:

When job demands are more than limits, you have work overload.

There is lack of control when workers have little of their duties/tasks may be due to stringent policies or close supervision, or as a result of complete disorder at work.

Inadequate rewards means absence of commensurate compensation for workers.

Community breakdown is when workers no longer work cordially with colleagues as a result of conflict.

Fairness is absent arises when injustice and lack of fairness permeates the system such that there is no respect for one another at work.

There is value conflict when job demands conflict with workers' personal behaviour rules.

The mismatches identified in the Job-Person Fit theory can be used to explain the occupational stressors experienced by lecturers in universities hence the choice of the theory as theoretical framework for this study.

This study infers that stress from organisational climate influences the job effectiveness of lecturers. Based on this therefore the hypothesis is stated thus:

Stress arising from organisational climate does not significantly influence the job effectiveness of university lecturers.

VI. Organisational Climate and Job Effectiveness

Three major factors influence the productivity of an employee as enumerated by Nwachukwu (2000). These are: the ability of the employee, the will to work hard and situational factors. The first two factors are dependent on the worker while the third factor is organisationally determined.

According to Nelson and Quick (2003), some organisations are low-stress, healthy climate, while some are highly stressed climates thereby putting workers health at risk. Organisations just as persons have definite personalities which are largely shaped by top management. An autocratic, tyrannical leader will create an organisation filled with fear. Denga and Ekpo (1994) opined that organisational climate in Nigeria has increasingly become stressful. In the words of Denga and Ekpo (1994) "when the tone of an industrial setup is characterised by alienation between the management and staff, punitive activities, low worker self-esteem, non-participatory trends, quarrels, social conflicts, a gross lack of interpersonal interactions, strained leader-subordinate relationship and other forms of conflicts, this signals a stressful situation." In other words an organisation that is devoid of friendliness, warmth, empathy and sense of respect for its staff may be creating grounds for job dissatisfaction, stress and apathy.

Recent observations of happenings in universities indicate that there is the presence of stress. This observation is buttressed by current findings from researches on intensity of stress experienced among lecturers, which shows that job stress is common and on the increase (Dollard, Winefield & Winefield, 2003, Kinman & Jones, 2008; Tytherleigh, Webb, Cooper & Ricketts, 2005). It is therefore necessary to examine the organisational climate and more particularly organisational features, like Human resource practices in universities. So as to know if these elicit stress and if stress thus generated influence job effectiveness. As opined by Timmerhui (1998) as cited in Andrianenssens, Prins and Vloebergh (2006), human resources management of academics is very important. This is because academic research and educational quality is dependent on worker quality and employee performance.

Also, Human Resource Management policy does play a part in improving work quality of lecturers as well as ensuring their wellbeing. It is important to note that stress is subject to personal opinion of the work environment. The work environment is influenced by the Human Resource practices that operate in the organisation. In the study conducted by Adriaenssens et al (2006) the factors that commonly generate job stress in universities are workload and deadline pressures, uncertainties, insufficient feedback and social support. Also Armstrong (2004) admits that the strategic use of a set of Human Resource Management practices positively impacts employee performance. Therefore there is need to examine closely the different functions of human resource management vis a vis potentials as a stressor in tertiary institutions and their effects on job effectiveness of lecturers.

According to a European University Association Report (2009), in only twelve (12) countries/ systems in Europe, are universities completely allowed to freely recruit all their workers own staff (basically north-western Europe countries). Universities in sixteen countries can administer their staff recruitment policies subject to national regulations on qualification requirements and recruitment procedures for specific or all types of staff. Denga and Ekpo (1994) elucidated in contribution that a source of stress in Nigerian national establishments is the need to ensure an equitable representation of the diverse ethnic groups on the payroll of these establishments. The 'state character' or Federal character must be reflected in the staff recruitment, promotion and so on. We posit that merit as the basis of recruitment is therefore sacrificed on the altar of ethnic representation. This of course often then leads to the selection of not the best, or most qualified candidates as staff. This situation thereby lays the foundation for a mismatch between the abilities of staff (academic and non-academic) and the demands of the job. The resultant effect of this is stressed workers because round pegs have been put in square holes.

Inyang and Akpama (2002) opined that orientation, a human resource management function is a staff sub-function or personnel activity that introduces new employees to the organisation and their tasks, superiors and the work group. Nwachukwu (2000) listed the benefits of induction/ orientation as that it helps the worker overcome the initial to be anxiety and uncertainty by giving the employee the feeling of being wanted by the company. Nwachukwu (2000) went on to add that the satisfaction of the employee's need for acceptance and motivates the employee to work as a member of a group and aids in retaining the employee in the organisation.

Nwachukwu (2000) further said that during orientation period an employee is conditioned to learn and learns more about the organisation in the first week than he will ever learn in the future. However it has been observed that universities unlike other organisations do not have any formal orientation programme for their new lecturers. Ironically the new students intakes are given elaborate orientation programmes while, new faculty is expected to swim or sink, as they are not formally introduced to their task, rights, rules and regulations, the disciplinary procedures and the organogram of these tertiary institutions. Many academic staff do not know either the job specifications, or their promotion requirements the first year of starting work. This situation can only lead to role ambiguity and role conflicts. Unspecific fears, anxiety and frustration, role conflict and ambiguity definitely are potent stressors (Froidland, 1993).

Miscellaneous stressors are stressors that cannot be easily classified into any of the classes earlier discussed. Lazarus and Delongis (1983) described daily hassles a stressor in this group, as things or relationships that irritate, frustrate, distress and trouble people daily. These, Lazarus (1981) named 'micro stressors' such as long queues and equipment failure. To these the researcher will add red-tapism, administrative bottlenecks and insolence from students. The significance of daily hassles in stress can be appreciated from the statement of Hockenbury and Hockenbury (1997) which says individual hassle probably is relatively unimportant in its own, but at the end of a day full of micro hassles, the impact accumulates. Workers become exhausted, jumpy and stressed out. Religious riots, terrorism and kidnapping are creating another array of serious stress for people especially in the Niger Delta Region such that lecturers that hold key positions in tertiary institutions sometimes have armed personnel detailed as their escorts. This study does seek to find out if stress that is organisation generated, does influence the job effectiveness of lecturers.

VII. Methods

Sample

This study was conducted in the two federal universities in Cross River and Akwa Ibom states of Nigeria. Using stratified random sampling, a total of 584 respondents from the different faculties in the universities was selected as sample. The sample size determined by using Taro Yameni formular was 286 for University of Calabar and 298 for University of Uyo respectively. Five hundred and fifty nine copies were retrieved fully completed. This represents 95.72 percent rate of return. This high rate of return could be ascribed to the importance lecturers, who were the respondents, attach to research and the repeated attempts for many months to retrieve the copies of the questionnaire. There were one hundred and eighty one female respondents and three hundred and seventy eight male respondents.

Research instrument and Data Analysis Method

The research instrument used in this study is the Job Stress Scale (JSS) and the Job Effectiveness Questionnaire (JEQ), made up of three sections. Section A deals with demographic information, Section B elucidates for data on intensity of organisational climate stress. Each job stressor was measured on a four point Likert Scale in which the options are "very stressful", "stressful", "mildly stressful" and "not stressful". Section C comprise of the Job Effectiveness Questionnaire which sought information on the teaching effectiveness, publicity proficiency and community service efforts of lecturers. Each index of job effectiveness had six questions on a four point Likert Scale in which the options were "always", "often", "sometimes" and "never".

In this study the Cross Sectional survey research design was adopted. According to Asika (2004), this descriptive survey design, observes what is happening to sample subjects or variables without any attempt to manipulate or control them. Babbie (2007) posit that the survey design is noted to have a definitive nature of its conclusion which aids reliability and generalisation. This allows for the examination of independent variables in terms of dependent variables. In this work, organisational climate stress was the independent variable while the dependent variable was job effectiveness. This study is designed to lead to statistical deduction of the influence of organisational climate stress on job effectiveness.

The split-half reliability method was adopted in carrying out the reliability analysis, using Pearson Product Moment Correlation analytical procedure. Using the Spearman Brown prophecy formula, these coefficients were converted to estimates of reliability (r_{tt}). The reliability coefficient of the study variables ranged from 0.70 to 0.94. These high values were considered sufficient for research work in social and behavioural sciences. Hence, the instrument was accepted for usage for this study.

VIII. Test of Hypothesis

One-way analysis of variance (ANOVA) was adopted in testing the hypothesis. According to Mboto and Mboto (2006) is used when two or more groups of respondents' data variances are to be analysed simultaneously.

H_0 : Stress arising from organisational climate does not significantly influence the job effectiveness of university lecturers.

H_A: Stress arising from organisational climate has a significant influence on the job effectiveness of university lecturers.

The dependent variable in this hypothesis is job effectiveness categorized into publication, community service and teaching effectiveness while the independent variable is stress from organisational climate. Stress arising from organisational climate on job effectiveness in terms publication, community service and teaching effectiveness was calculated using the one Way Analysis Of Variance. The result of the analysis is shown in Table1.

Examination of Table 1 shows that there is no significant influence of stress arising from organisational climate on job effectiveness in terms of teaching effectiveness (F=2.42, P.>05). The null hypothesis was retained and the alternate hypothesis rejected as the calculated F-ratios of 2.42 was less than the critical F-ratio of 3.14 at .05 alpha level and 2 and 556 degrees of freedom. This result means that lecturers perceived stress arising from organisational climate as having no significant effect on the job effectiveness in terms of teaching effectiveness.

Further observation of Table 1 shows that there is a significant influence of stress arising from organisational climate on job effectiveness in terms of community service (F=8.75,P<.05) and publication (F=7.64,P<.05). The null hypothesis was rejected and the alternate retained since the calculated F ratio of 8.75 and 7.64 were found higher than the critical F ratio of 3.14 at .05 alpha level and with 2 and 556 degrees of freedom. As the F ratio were of significance, a post hoc analysis using the Fishers Least Significant Difference (LSD) multiple comparison test was carried out. The analysis result is shown in Table 2.

Table 1 Descriptive statistics and one way ANOVA of influence of stress arising from organisational climate on job effectiveness in terms publication, community service and teaching effectiveness

Job effectiveness	Stress arising from organisational climate	N	Mean	Std. Deviation
Publication	Low	119	15.76	2.19
	Average	147	16.84	2.09
	High	293	18.20	2.02
	Total	559	16.93	2.10
Community service	Low	119	15.28	2.53
	Average	147	15.93	2.83
	High	293	16.91	2.43
	Total	559	16.04	2.60
Teaching effectiveness	Low	119	15.68	2.21
	Average	147	17.02	2.18
	High	293	18.72	2.32
	Total	559	17.14	2.24

Job effectiveness	Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Publication	Between Groups	297.83	2	148.92	7.64	.001
	Within Groups	10836.72	556	19.49		
	Total	11134.55	558			
Community service	Between Groups	372.18	2	186.09	8.75	.001
	Within Groups	11826.47	556	21.27		
	Total	12198.65	558			
Teaching Effectiveness	Between Groups	128.98	2	61.43	2.42	.120
	Within Groups	14726.36	556	25.37		
	Total	14855.34	558			

Descriptive statistics and one way ANOVA of influence of stress arising from organisational climate
Source: Researcher’s computation, 2012

The result presented in Table 2 illustrates how stress arising from organisational climate influences job effectiveness in terms of community service and teaching effectiveness. Lecturers who perceived stress arising from organisational climate as high scored significantly higher mean score for community service than lecturers who perceived it as low (t=-6.01) and average (t=-3.58). Likewise, lecturers who perceived influence of stress arising from organisational climate as average scored a significantly higher mean score than lecturers who

perceived it as low ($t=-1.98$). The implication of this result is that lecturers who perceived stress arising from organisational climate as high are involved highly in

Table 2 Fishers LSD multiple comparisons test analysis of influence of stress arising from organisational climate on job effectiveness.

Low Variable (n=119)	Stress arising from organisational climate			
	Average (n=147)	High (n=293)		
Community Service	Low	15.28	-0.65	-1.63
	Average	-1.98*	15.93	-0.98
	High	-6.01*	-3.58*	16.91
Msw=21.27				
Publication	Low	15.74	-1.1	-2.46
	Average	-4.08*	16.84	-1.36
	High	-10.47*	-6.51*	18.20
Msw=119.49				

*significant at .05

a. Group means are placed on the diagonal

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b. Differences between group means are placed above the diagonal

c. Fishers LSD t-value are place below the diagonal

Source: Researcher’s computation, 2012

Community development than those who perceived it as average or low. With reference to the influence of stress arising from organisational climate on job effectiveness in terms of publication, lecturers who perceived the stress arising from organisational climate as high scored significantly higher mean score for publication than lecturers who perceived it as low ($t=-10.47$). On the other hand lecturers who perceived stress arising from organisational climate as average had significantly higher mean score than lecturers who perceived it as low ($t= -4.08$). This implication is that lecturers, who perceived stress arising from organisational climate as high, publish more than those who perceive it as average and low.

The hypothesis tested stated that Stress arising from organisational climate does not significantly influence the job effectiveness of university lecturers. This hypothesis was tested in terms of publication, community service and teaching effectiveness. The result of the analysis of this factor shows that there is a significant influence of organisational climate on job effectiveness of lecturers in terms of publication and community service but not in terms of teaching effectiveness. This findings that organisational climate influence publication and community service disagrees with the views of Adriaenssens (2006), Denga and Ekpo (1994), Huselid (1997) and Nelson and Quick (2003), who are of the belief that an organisational climate characterised by alienation between the management and staff, lack of support, poor human resource management practices will lead to problems with employee productivity, turnover and performance.

One anomaly in the university system is the lack of attention to orientation of academic staff. Closely tied to this is the poor effort in mentoring new faculty. The practice does not stress the formal introduction of new academic staff to their tasks, rights, rules, regulations, and the disciplinary procedures of the tertiary institutions. Therefore the first few years are often spent by this new faculty trying to “swim or sink”. This phenomenon therefore aid a situation of role ambiguity often experienced by fresh lecturers which robs this new staff of their job effectiveness especially in team oriented activities such as community service and publication

IX. Conclusion and Recommendations

The following conclusion was reached from the research finding: The organisational climate in universities does not influence the teaching effectiveness of lecturers but influences their publication proficiency as well as their community service.

These recommendations were made given the result of this study:

Orientation/induction programmes should be mounted and made compulsory for all new lecturers within the first six months of employment.

Lecturers should be given opportunities to participate fully without repercussions in the decisions that affect their jobs.

Lecturers as employees should be given workload suitable to their abilities and resources. A few should not be overloaded while others are underutilized. Unrealistic deadlines should be avoided.

Management should reward outstanding performance institutionally and promptly.

Communication between management at all levels and lecturers should be friendly and efficient not mean spirited and petty. Communication should clearly define employees' roles and responsibilities thereby reducing uncertainties about their jobs and responsibilities.

Management actions must be seen at all times to be consistent with organizational values. There should be zero tolerance for favouritism.

Management must cultivate a cordial climate by providing opportunities for social interaction and social networking among employees. Mentoring is a very effective form of social networking which should be consciously made a fabric of the organizational culture.

Lecturers should also endeavour to make positive lifestyle choices such as: prioritising and organizing workload, managing and using emotions positively and constructively, exercising physically adequately, eating small but frequent balanced meals, avoiding stimulants and getting adequate sleep daily.

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